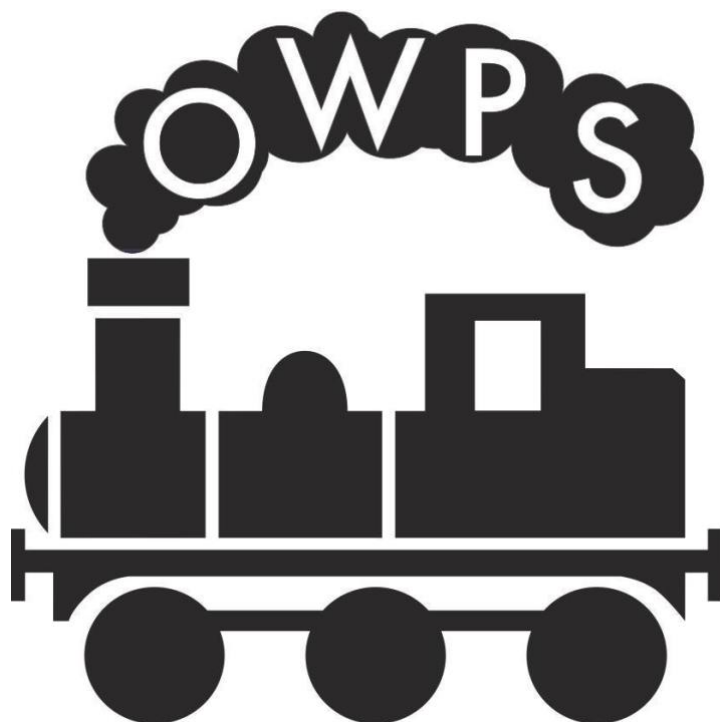


Orton Wistow Primary School



What does English look like?

At Orton Wistow Primary School, we endeavour to deliver a rich and varied English Curriculum, in line with national expectations.

We aim to develop confident, fluent and enthusiastic writers by the time they leave Primary School. Writing is delivered in a cross-curricular manner linking key texts, recommended by the 'Power of Reading' scheme to our termly topics, where possible. Additionally, this work takes place alongside daily skills sessions (which focus on handwriting, spelling and phonics) as well as the discreet teaching of Grammar, Punctuation and Spelling (GPS).

This document will outline how English is taught across our school, inclusive of GPS, Phonics, Reading and Writing.

R.Tansley
June 2018
July 2021 updated

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Termly Mapping

Power of Reading Suggestions

Power of Reading Texts are used to support our English Reading and Writing Curriculum on a termly basis. One text should be studied each term, to allow for non-fiction genres to be covered alongside. Should you find the opportunity to study additional texts, this is fine also as is the flexibility to change the texts, from those suggested below, should another be more suited to your termly topic.

	Autumn	Spring	Summer
FS	Handa's Surprise The Blue Penguin	Biscuit Bear House for a Mouse	The Naughty Bus Anna Hibiscus
Year 1	Beegu The Story Tree	The Robot and the Bluebird Pattan's Pumpkin	How to Find Gold One Day on our Blue Planet
Year 2	The Lonely Beast Halibut Jackson	The Princess and the White Bear King Zeraffa Giraffa	The Bee Who Spoke The Dark
Year 3	Into the Forest UG – Boy Genius of the Stone Age	Gregory Cool The Ice Palace	The Iron Man George's Marvellous Medicine
Year 4	Saxon Superman Arthur and the Golden Rope	Mouse, Bird, Snake, Wolf Pebble in My Pocket	Werewolf Club Rules Oliver and the Seawigs
Year 5	Varmints The Viewer	Cosmic Cosmic Disco	A Boy and a Bear in a Boat. Shackleton's Journey
Year 6	Treason Street Child	The Silver Donkey Rose Blanche	The Dam Where do you go, Birdy Jones?

Termly Mapping

GPS Coverage by Year Group

An overview of GPS coverage is outlined below. This coverage should be taught explicitly as well as embedded within daily teaching, over the duration of the year. It should be revisited as often as possible to ensure pupils have a secure knowledge and understanding. Teachers are able to dip into neighbouring year group objectives, to support children who may be working above or below year group expectations.

The new English Curriculum 2.0 Planning Documents and Knowledge Organisers reflect this and these can be found at:

<https://drive.google.com/drive/folders/1a-rz0ljkbgbstHLtCkx3S8odFi3oa2ba>

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes)	How words can combine to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
Suffixes that can be added to verbs (e.g. helping, helped, helper)	How and can join words and join sentences	The consistent use of present tense versus past tense throughout texts	Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. unlike the boat)	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Capital letters for names and for the personal pronoun I	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause
Formation of nouns using suffixes such as -ness, -er	Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)	Introduction to paragraphs as a way to group related material	Capital letters, full stops, question marks and exclamation marks to demarcate sentences	pronoun, possessive pronoun, adverbial
Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the spelling annex.)	Sentences with different forms: statement, question, exclamation, command	Headings and sub-headings to aid presentation	Commas to separate items in a list	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity
Use of the suffixes -er and -est to form comparisons of adjectives and adverbs (e.g. then, next, soon, so), or prepositions (e.g. before, after, during, in, because of)	Expressing time and cause using conjunctions (e.g. when, before, after, while, because), adverbs (e.g. then, next, soon, so), or prepositions (e.g. before, after, during, in, because of)	Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)	Apostrophes to mark contracted forms in spelling	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points
Formation of nouns using a range of prefixes, such as super-, anti-, auto-	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	Use of paragraphs to organise ideas around a theme	Introduction to speech marks to punctuate direct speech	
Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)	Fronted adverbials	Appropriate choice of pronoun or noun across sentences	Use of speech marks to punctuate direct speech	
Word families based on common words	Relative clauses beginning with who, which, where, why, or whose	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)	Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)	
The grammatical difference between plural and possessive -s	Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)	Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)	
Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)	Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis.	Brackets, dashes or commas to indicate parenthesis	
Converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)	Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)	Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of commas to clarify meaning or avoid ambiguity	
Verb prefixes (e.g. dis-, de-, mis-, over- and re-)	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)		Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.	
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)			Punctuation of bullet points to list information	
			How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man eating shark, or recover versus re-cover)	

Key:	
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	



All terms in bold should be understood with the meanings set out in the glossary.

Resource can be found at:

<https://www.tes.com/teaching-resource/grammar-and-punctuation-curriculum-on-one-a4-sheet-6263648>

Termly Mapping

Writing Genre Coverage by Key Stage

	Fiction	Non-Fiction
FS	Simple Sentences	
Year 1/2	<ul style="list-style-type: none"> - Stories – including retelling - Descriptions - Poetry - In character/role 	<ul style="list-style-type: none"> - Recount - Letter - Instructions
Year 3/4	<ul style="list-style-type: none"> - Stories - Descriptions - Poetry - Characters/Settings - Speech 	<ul style="list-style-type: none"> - Explanation - Recount - Letter - Biography - Newspaper Article - Advertising/Poster
Year 5/6	<ul style="list-style-type: none"> - Narrative/Essay - Descriptions - Poetry - Characters/Settings 	<ul style="list-style-type: none"> - Report - Recount - Biography - Newspaper Article - Advertising - Letter - Speech/Campaign

Each genre of writing can be supported by the Alan Peat sentence type genre fans (found as an appendix in the English Policy). Each classroom should have these available as teaching tools for the class teacher and teaching assistant.

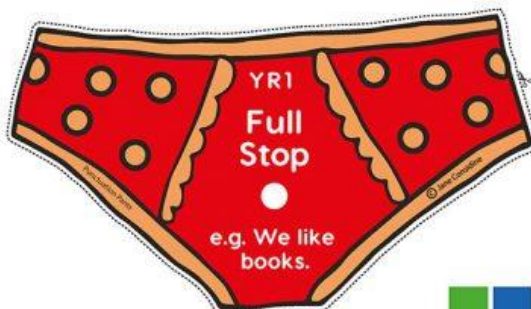
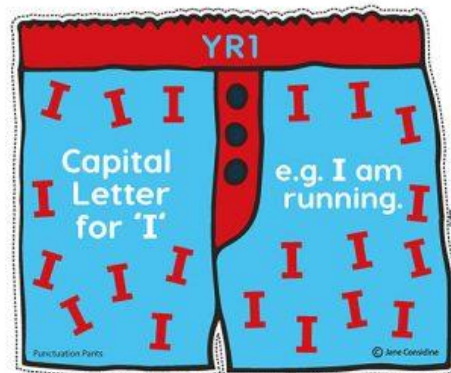
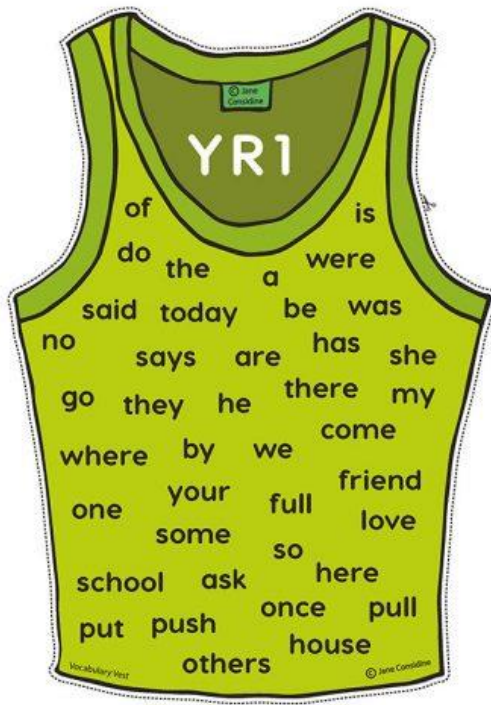
GPS Expectations by Year Group

As well as the overview of GPS found on page 4, each classroom is equipped with a set of GPS Laundry to signal which areas of GPS should be taught and known by the end of each year group. These sets include; Vocabulary Vests, Sentence Socks and Punctuation Pants. Each classroom should have a set of their own year group laundry and the preceding year group available to their learners.

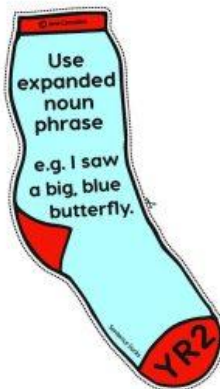
Foundation Stage



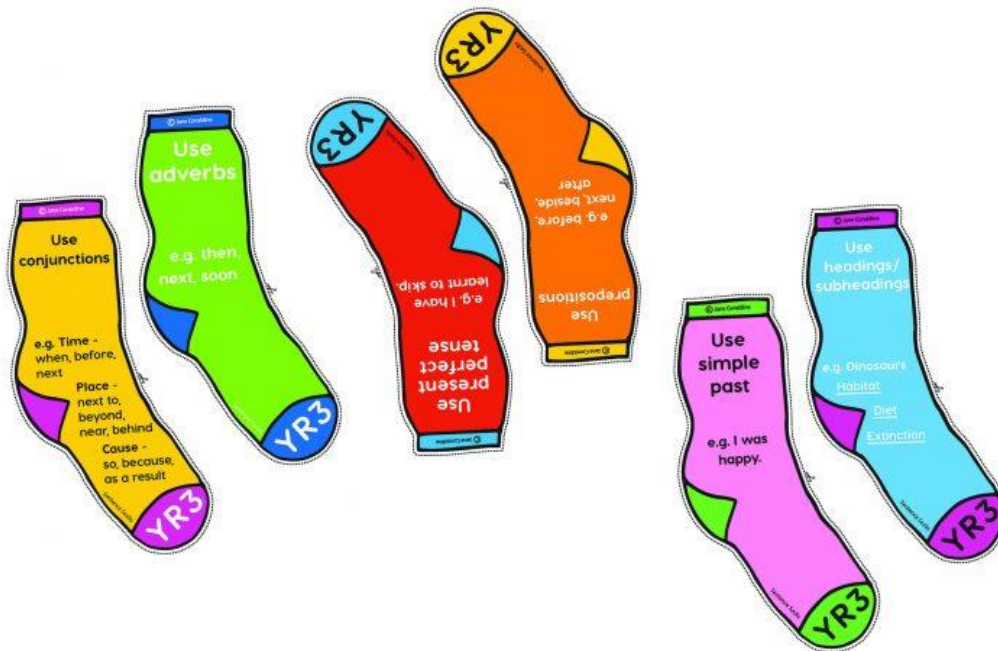
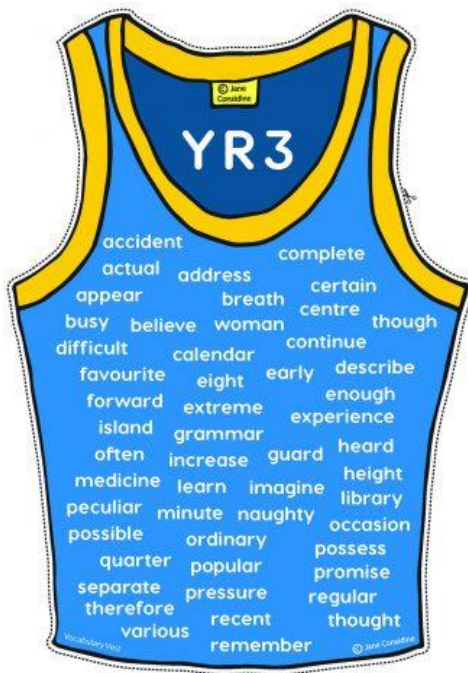
Year 1



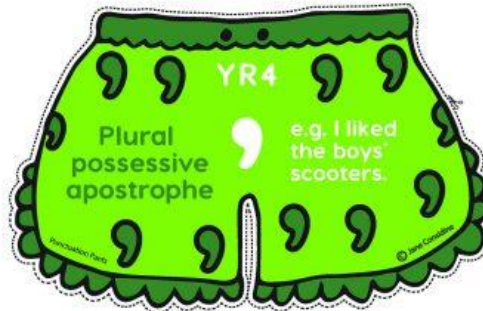
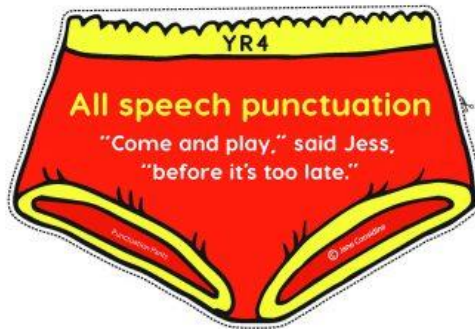
Year 2



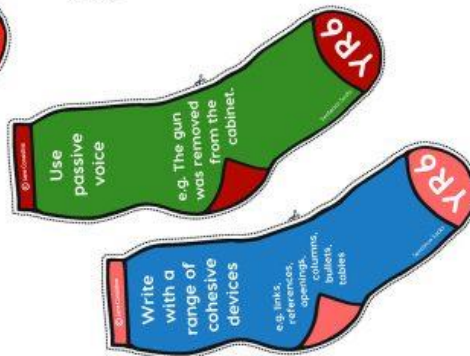
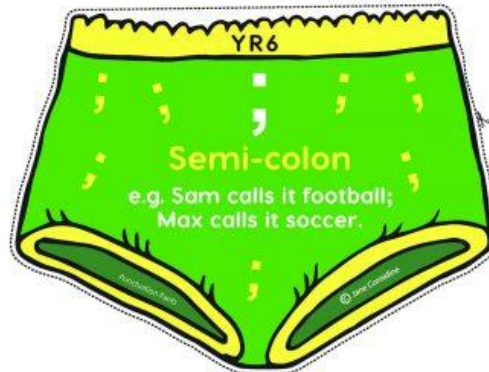
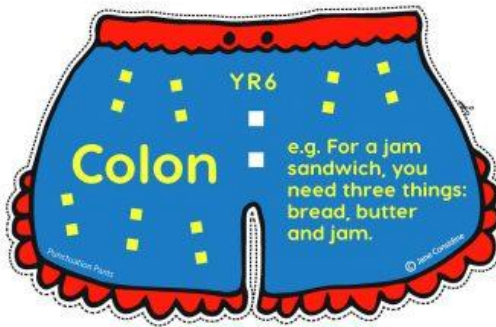
Year 3



Year 4



Year 5



How We Teach Reading

We have a wide variety of books in school, which provide a structured approach to reading throughout the school. Our school library has well-stocked fiction and non-fiction areas, both banded right through to free

readers. All Year 6 pupils have access to their own personal Kindle to encourage independent reading. These are equipped with an array of lengthier texts, both fiction and non-fiction as well as any texts being studied within class.

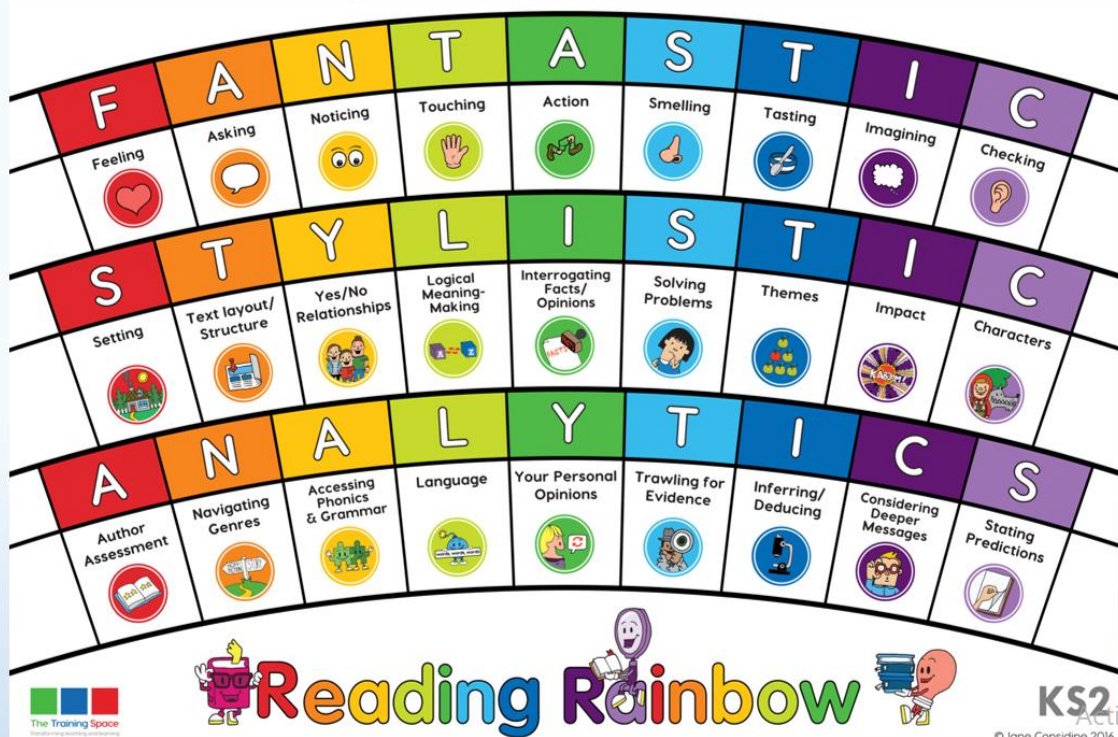
Early reading begins with picture books, where the children are encouraged to use picture clues to orally retell, before words are introduced. Early reading is additionally supported within the classroom by one to one reading with an adult, class teaching lessons and phonics sessions. Our reading banded scale is as follows and is in line with the phonics phases taught **(What does Phonics Look Like? Document – Appendix 4)**

Colour	Phonic Phase
Lilac	Pre-Phase 2 (no text)
Pink	Phase 2 Letters and Sounds
Red	Phase 3 Letters and Sounds
Yellow	Phase 3/4 Letters and Sounds (End of Foundation Stage expected standard)
Blue	Phase 4/5 Letters and Sounds
Green	Phase 5 Letters and Sounds
Orange	Phase 5/6 Letters and Sounds
Turquoise	Phase 5/6 Letters and Sounds (End of Year 1 expected standard)
Purple	Phase 5/6 Letters and Sounds
Gold	Phase 6 Letters and Sounds
White	Phase 6 Letters and Sounds (End of Year 2 expected standard)
Lime	Beyond Phase 6 Letters and Sounds


As the children become more confident readers they participate in group reading sessions, where they can enjoy stories, poems and non-fiction, often linked to topic areas. The books are used to teach specific reading skills and enable the children to develop language and ideas for their own writing. The group sessions are often delivered by using the 'Book Talk' strategy. In addition to this, teachers regularly read to their classes just for pleasure and enjoyment to foster a love of reading and for each child to become a fluent and confident reader.

The new rationale behind reading at Orton Wistow and how reading is to be taught has now been compiled and further information can be found in the separate document of 'What Does Reading Look Like?' **see Appendix 2.**

In addition to this, we will use our own devised interactive Reading Rainbow to support questioning through our 5 sessions of reading per week. See below:



Class texts will also be supported by Knowledge Organisers. These will be compiled as the class read each text, with input from the children. An example blank template is featured below and this can be found on Google Drive and Staff Shared:English for staff to access.

Book Knowledge Organiser - Treason																																														
<div style="background-color: #ff0000; color: white; text-align: center; padding: 2px; font-weight: bold;">Important Information</div> <div style="padding: 5px;"> Plot Themes Setting </div>		<div style="border: 1px solid black; padding: 5px;"> Name of Book: Treason Date Published: 2011 Author: Berlie Doherty Genre: Historical </div> <div style="background-color: #ff0000; color: white; text-align: center; padding: 2px; font-weight: bold; margin-top: 10px;">Key Vocabulary</div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> </table>																																												
<div style="background-color: #ff0000; color: white; text-align: center; padding: 2px; font-weight: bold;">Characters</div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> </table>																																											<div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> What Can the Book Teach Us? </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Quotes </div>			
<div style="border: 1px solid black; padding: 5px;"> Context - </div>																																														

Pupils who are beyond the Colour Band Reading system will transfer to Accelerated Reader. (See An Overview of Star Reader and Accelerated Reader PDF).

In order to use Accelerated Reader pupils will sit a Star Test four times a year (September, December, March and June). This test is online and adapts to the individual learner as they work through it. The data from this assessment will be used by Class Teachers to inform teaching in reading as well as identify the child's ZPD range.

All books which are on the Accelerated Reader scheme are labelled in our library. Pupils should read books from their ZPD range for a minimum of 60% of the time. Pupils read their books at home and in school and then sit an online quiz about the book when they have finished reading it.

Teachers monitor data from Star Reading Tests and Accelerated Reader Quizzes. Pupils are given individual support to help them with book choices and to encourage engagement in reading.

Word Reading

Sufficient evidence shows the ability to...

- Apply phonic knowledge to decode words.
- Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.
- Read accurately by blending sounds in unfamiliar words containing GPCs taught.
- Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.
- Read words with the endings -s, -es, -ing, -ed and -est.
- Read words of more than one syllable which contain GPCs known.
- Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.
- Read some phonically-decodable books, closely matched to phonic knowledge.
- Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.

Comprehension

Sufficient evidence shows the ability to...

- Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.
- Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics. 0 Link what they read to their own experiences.
- Recognise and join in with predictable phrases in poems and stories.
- Appreciate some rhymes and poems; recite some by heart.
- Discuss the meanings of new words, linking them to words already known.
- Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher.
- Check that texts make sense when reading; self-correct and re-read inaccurate reading.
- Talk about the significance of the title and events.
- Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring.
- Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns.
- Participate in discussion about what is read to them, taking turns and listening to others.
- Explain clearly their understanding of what is read to them.

Word Reading

Sufficient evidence shows the ability to...

- Apply phonic knowledge and skills consistently to decode quickly and accurately.
- Decode alternative sounds for graphemes.
- Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.
- Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money.
- Read most words without overtly segmenting and blending, once they are familiar.
- Read some phonically-decodable books with fluency, sound out unfamiliar words automatically.

Comprehension

Sufficient evidence shows the ability to...

- Fully engage with reading and take pleasure from books and texts.
- Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.
- Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Takes account of what others say.
- Show understanding of texts read independently; self-correct.
- Know and retell a wide range of stories, fairy stories and traditional tales.
- Discuss the sequence of events in books, and how items of information are related.
- Make inferences on the basis of what is said and done; predict according to what has been read so far.
- Discuss and express views about a range of non-fiction texts which are structured in different ways.
- Discuss and clarify the meaning of new words; discuss favourite words and phrases.
- Recognise simple recurring literary language in stories and poetry.
- Recite a repertoire of poems learnt by heart, using appropriate intonation.

Word Reading

Sufficient evidence shows the ability to...

- Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding.
- Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound.
- Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.
- Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.
- Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud.

Comprehension

Sufficient evidence shows the ability to...

- Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school.
- Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently.
- Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features.
- Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a nonfiction book is often organised and presented.
- Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences.
- Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.
- Predict what might happen from details stated and implied.
- Explain the meaning of words in context; use dictionaries to check meanings.
- Check the text makes sense, reading to the punctuation and usually re-reading or self-checking.
- Explain and discuss their understanding of the text e.g. explain events; describe a character's actions.
- Retrieve and record information from non-fiction texts.
- Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts.
- Discuss words and phrases that capture the reader's interest and imagination.
- During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.

Word Reading

Sufficient evidence shows the ability to...

- Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding.
- Read most common exception words effortlessly, noting unusual correspondence between spelling and sound.
- Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.
- Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous.
- Prepare poems and play scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.

Comprehension

Sufficient evidence shows the ability to...

- Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references.
- Listen to, discuss and express views about a wide range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays. Begin to justify comments.
- Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; recognise typical presentational features.
- Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books.
- Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences.
- Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons.
- Predict what might credibly happen from details stated and implied.
- Explain the meaning of words in context; use dictionaries to check meanings.
- Check the text makes sense, reading to the punctuation and habitually re-reading.
- Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story; the reason why Lucy is upset when Edmund lies; the different ways to make a cake.
- Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish.
- Retrieve and record information from non-fiction texts.
- Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character.
- Discuss words and phrases that capture the reader's interest and imagination.
- During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.

Word Reading

Sufficient evidence shows the ability to...

- Fluently and automatically read a range of age appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.
- Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.
- Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.
- Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.

Comprehension

Sufficient evidence shows the ability to...

- Read and enjoy a growing repertoire of texts, both fiction and non-fiction.
- Be familiar with some of the text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.
- Recommend books they have read to their peers, giving reasons.
- Discuss and comment on themes and conventions in a variety of genres.
- Read and recite age-appropriate poetry which has been learned by heart.
- Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs.
- Discuss their understanding of the meaning of words in context, finding other words which are similar.
- Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader.
- Readily ask questions to enhance understanding.
- Make comparisons within and across texts e.g. compare two ghost stories.
- Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions.
- Distinguish fact from opinion with some success.
- Retrieve, record and present information from non-fiction texts.
- Summarise main ideas from more than one paragraph, identifying key details which support these.
- Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.
- Explain what they know or have read, including through formal presentation and debates, using notes where necessary.

Sufficient evidence shows the ability to...

- Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.
- Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.
- Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.

Comprehension

Sufficient evidence shows the ability to...

- Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction.
- Show familiarity with different text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.
- Recommend books to others, giving reasons for their choices; state preferences.
- Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use.
- Demonstrate that they have learned a wide range of poetry by heart.
- Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning.
- Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context.
- Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification.
- During discussion, ask pertinent questions to enhance understanding.
- Make accurate and appropriate comparisons within and across different texts.
- Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.
- Distinguish between fact and opinion.
- Retrieve, record and present information from non-fiction texts.
- Identify key details which support main ideas; summarise content drawn from more than one paragraph.
- Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.
- Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic

How We Teach Writing

At Orton Wistow our aim is to promote high standards of English throughout the school through stimulating and engaging literacy lessons.

The 2014 National Curriculum aims to ensure that all pupils:

- Read easily, 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 formal presentations, demonstrating to others and participating in debate.

We put good quality children's literature at the heart of English teaching, through the highly regarded 'Power of Reading' programme. 'The Power of Reading' programme suggests high quality texts for each year group to study and provides a selection of ideas to help teachers to develop a rich reading curriculum that enhances reading comprehension and provides meaningful contexts and purposes for writing.

Supported by the 'Power of Reading', writing is taught in a cross curricular manner, with year group expectations being embedded across all subjects. We do not have 'stand alone' writing work books, but 'topic' books, where history, geography, music, writing, reading and modern foreign languages are all immersed together. We have a topic theme for each term, within each year group, that inspires written outcomes too. GPS is then incorporated within English lessons and is also taught explicitly.

Handwriting follows a set scheme throughout the school, beginning with basic letter formation, leading to pre-cursive and finally cursive as the children move into KS2. We promote good handwriting by offering pupils the chance to earn a pen license and eventually a deluxe version. Our 'What does Handwriting Look Like?' inclusive of the school letter patten can be found in **Appendix 5**.

Writing Expectations by Year Group

Year 1

Transcription
Spelling

Sufficient evidence shows the ability to...

- Write from memory, simple dictated sentences containing the GPCs and words taught so far.
- Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.
- Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word.
- Spell most common exception words in the YR 1 spelling appendix.
- Recognise and spell a set of simple compound words.
- Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches.
- Name the letters of the alphabet in order.

Handwriting**Evidence:**

- Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size.
- Capital letters formed correctly for some names of people, places & the days of the week.
- Some spaces are left between words, although inconsistent.
- Most letters sit on the line correctly.

Composition**Composition – Structure & Purpose****Sufficient evidence shows the ability to...**

- Compose sentences orally before writing; talk about where the sentence begins and ends.
- Attempt to write appropriately to the task.
- Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences.
- Compose orally and write simple poems.
- Re-read writing to check it makes sense.
- Discuss own writing with others; make simple changes where suggested

Grammar, Punctuation and Spelling**Sufficient evidence shows the ability to...**

- Write sentences or sentence-like structures which can be clearly understood.
- Often use 'and' to join words and clauses.
- Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.
- Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.
- Sometimes include adjectives for description.
- Begin to use some formal features of Standard English e.g I did

Year 2**Transcription****Spelling**

Sufficient evidence shows the ability to...

- Write from memory, simple dictated sentences which include familiar words and GPCs.
- Spell common decodable two and three syllable words which include familiar graphemes.
- Accurately spell words with suffixes–ment, -ness, -ful, -less, -ly, including those requiring a change to the root word.
- Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.
- Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.
- Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.

Handwriting**Evidence:**

- Holds pencil correctly.
- Writing is legible.
- All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.
- Spacing is appropriate to the size of letters.
- Some letters are joined correctly, according to the school's handwriting approach.

Composition**Composition – Structure & Purpose****Sufficient evidence shows the ability to...**

- Compose sentences orally. Use the drafting process to gather and write down ideas and key words.
- Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.
- Write about real events, maintaining form and purpose.
- Compose orally and write poetry in a variety of forms.
- Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.

Grammar, Punctuation and Spelling**Sufficient evidence shows the ability to...**

- Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.
- Co-ordinate sentences using and, or, but.
- Sometimes use subordination e.g. when, if, because.
- Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
- Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.
- Identify word classes: noun, adjective, verb and adverb.
- Choose the past or present tense appropriately. Experiment with the progressive form e.g. she was swimming.
- Use appropriate features of Standard English.

Year 3**Transcription****Spelling**

Sufficient evidence shows the ability to...

- Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.
- Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-.
- Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion.
- Write words spelt ei, eigh or ey e.g. vein, weight, obey.
- Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here, hear; grown, groan.
- Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats.
- Spell some words from the YR 3-4 statutory word list.

Handwriting**Evidence:**

- Writing is legible.
- Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case.
- Writing is usually spaced sufficiently so that ascenders and descenders do not meet.
- Appropriate letters are joined, according to the school's handwriting approach.

Composition**Composition – Structure & Purpose****Sufficient evidence shows the ability to...**

- Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.
- Write to suit purpose, and show some features of the genre being taught.
- Create chronological narratives; write in sequence. Write simple beginning, middle, ending.
- With scaffold, organise sections broadly, within a theme.
- Use headings and subheadings to aid presentation.
- Describe characters, settings and /or plot in a simple way, with some interesting details.
- Evaluate own and others' writing, with direction; reread and check own writing; make changes.

Grammar, Punctuation and Spelling**Sufficient evidence shows the ability to...**

- Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.
- Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses.
- Identify and use a range of prepositions.
- Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
- Identify direct speech. Begin to use inverted commas for direct speech.
- Consolidate knowledge of word classes: noun, adjective, verb, adverb.
- Use 'a' or 'an' according to whether the next word begins with a consonant or vowel. Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play.

Year 4**Transcription**

Spelling
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> • Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. • Use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-. • Add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes -sion, -ous, -cian and -ly e.g. completely, basically. • Write words spelt ch e.g. scheme, chemist, chef. • Spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen. • Use apostrophes to mark singular and plural possession e.g. the girl's name; the girls' names; include irregular plurals e.g. children's bags. • Spell the majority of words from the YR 3-4 word list.
Handwriting
<p>Evidence:</p> <ul style="list-style-type: none"> • Writing is legible. • All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. • Writing is spaced sufficiently so that ascenders and descenders do not meet. • Appropriate letters are joined consistently.

Composition
Composition – Structure & Purpose
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> • Discuss and develop initial ideas in order to plan and draft before writing. • Write to suit purpose and with a growing awareness of audience, using some appropriate features. • Organise writing into sections or paragraphs, including fiction and non-fiction. • Appropriately use a range of presentational devices, including use of title and subheadings. • Use dialogue, although balance between dialogue and narrative may be uneven. • Describe characters, settings and plot, with some interesting details. • Evaluate own and others' writing; proof read, edit and revise.
Grammar, Punctuation and Spelling
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> • Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Experiment with sentences with more than one clause. • Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. Use time connectives. • Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he... • Use expanded noun phrases and adverbial phrases to expand sentences. • Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials. • Use inverted commas accurately for direct speech. • Identify the correct determiner e.g. a, an, these, those. θ Usually use the past or present tense, and 1st /3rd person, consistently.

Year 5

Transcription
Spelling

Sufficient evidence shows the ability to...

- Write from memory, dictated sentences which include words from the ks2 curriculum.
- Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence.
- Spell correctly words with letters which are not sounded e.g. knight, solemn.
- Use the hyphen to join a prefix to a root e.g. reenter.
- Spell some homophones from the YR 5-6 spelling appendix.
- Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6.

Handwriting**Evidence:**

- Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.)
- Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram

Composition**Composition – Structure & Purpose****Sufficient evidence shows the ability to...**

- Discuss and develop initial ideas in order to plan and draft before writing.
- Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.
- Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)
- Use a range of presentational devices, including use of title, subheadings and bullet points.
- Use dialogue to indicate character and event.
- Describe characters, settings and plot, with growing precision.
- Find key words and ideas; begin to write a summary.
- Evaluate own and others' writing; with direction, proof read, edit and revise.

Grammar, Punctuation and Spelling**Sufficient evidence shows the ability to...**

- Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose.
- Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes.
- Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must.
- Usually maintain correct tense.
- Begin to recognise active and passive voice.
- Identify and select determiners.
- Choose vocabulary and grammar to suit formal and informal writing, with guidance.
- Use vocabulary which is becoming more precise.
- Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.

Year 6**Transcription****Spelling**

Sufficient evidence shows the ability to...

- Write from memory, dictated sentences which include words and punctuation from the KS2 curriculum.
- Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial.
- Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns.
- Spell some challenging homophones from the YR 5-6 spelling appendix.
- Spell the majority of words from the YR 5-6 statutory word list.

Handwriting**Evidence:**

- Writing is legible and fluent. (Quality may not be maintained at speed.)
- Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.

Composition**Composition – Structure & Purpose****Sufficient evidence shows the ability to...**

- Discuss and develop ideas; routinely use the drafting process before and during writing.
- Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.
- Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.
- Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.
- Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.
- Integrate dialogue to convey character and advance the action.
- Describe characters, settings and atmosphere, with some precision.
- Summarise longer passages, when required.
- Evaluate own and others' writing; proof read, edit and revise.

Grammar, Punctuation and Spelling**Sufficient evidence shows the ability to...**

- Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'.
- Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points.
- Use modal verbs to indicate degrees of possibility.
- Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.
- Understand and use active and passive voice.
- Identify the subject and object.
- Identify synonym and antonym.
- Select vocabulary and grammar to suit formal and informal writing.
- Use vocabulary which is varied, interesting and precise.
- Use a dictionary and thesaurus to define words and expand vocabulary.

English Planning Format

For the planning format for English lessons, please see **Appendix 1**.

- Planning should incorporate the specific objectives from the curriculum that are to be covered over the duration of a unit.

- There should be clear progression over the lessons.
- Differentiation should be evident for lessons planned, including challenge and extension where possible, as well as providing opportunities for children to fall into the 'Learning Pit' and broaden their Growth Mind Set.
- Planning should be saved on the system, in the relevant folder for the academic year and year group:

Eg: T:\Curriculum\Planning 2017 2018\UKS2\Year 5\Summer Term

- If teaching from a sequence of lessons from the 'Power of Reading' these should be tweaked and adapted into the school format.

Reading Planning Format

- An example Reading planning format is attached in **Appendix 3**
- The recording of pupil progress in these sessions is collated in DM sheets and progress monitored in Reading Reflection books, which in KS1 are collated as a class and KS2 are individual to each pupil.
- The 5 x 30minute session overview is also available to support planning in the 'What does Reading Look Like document?' **Appendix 3**

Assessment

Termly Assessments are carried out within Year Groups across the school, using PiXL. PiXL enables formal assessment to take place and the data analysed, once submitted, so that teachers can identify gaps within their classes/year group that may need targeting further.

<https://www.pixl.org.uk/>


Teachers also carry out their own informal assessments throughout the duration of the year, for their own records and to inform their class data each term. On a daily basis, teachers complete Distant Marking sheets, to inform their day-to-day teaching and address any pupils who may be below or exceeding expectations within a specific lesson.

At present Insight is used to log and record pupil progress, though this is due to change in the future to be in line with Woodston and Nene Valley Primary Schools – who we are forming a Multi-Academy Trust with.

Writing Moderation is also carried out within our scheduled Staff Meetings, to ensure all teachers have an understanding of progression across the school and have the opportunity to enhance their subject knowledge and discuss writing, in line with the specific year group expectations.

We also use Interim Assessment Frameworks, to inform our judgements within writing. Year 2 and Year 6 have their frameworks set already and we have developed our own for Year 4, so we have a mid-way assessment point between the two official assessment points of Primary School.

Appendix 1

Orton Wistow Primary School		
English Planning		
Teacher:	Week:	
Year Group/Class: 6	Term:	
Unit title:		

GPS Progression Statements

Year Group GPS Objectives

(Please highlight when taught, to ensure coverage)

Word Objectives:

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, *find out* – *discover*, *ask for* – *request*, *go in* – *enter*).
- How words are related by meaning a synonyms and antonyms (for example, *big*, *large*, *little*).

Text Objectives

- Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of **word** or phrase, grammatical connections (for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*), and **ellipsis**.

Sentence Objectives

- Use of the passive to affect the presentation of information in a sentence (ie *I broke the window*, versus *The window was broken (by me)*).
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing.
- Use of the subjunctive forms such as if *I were* or *Were they* to come in some very formal writing and speech.

Punctuation Objectives

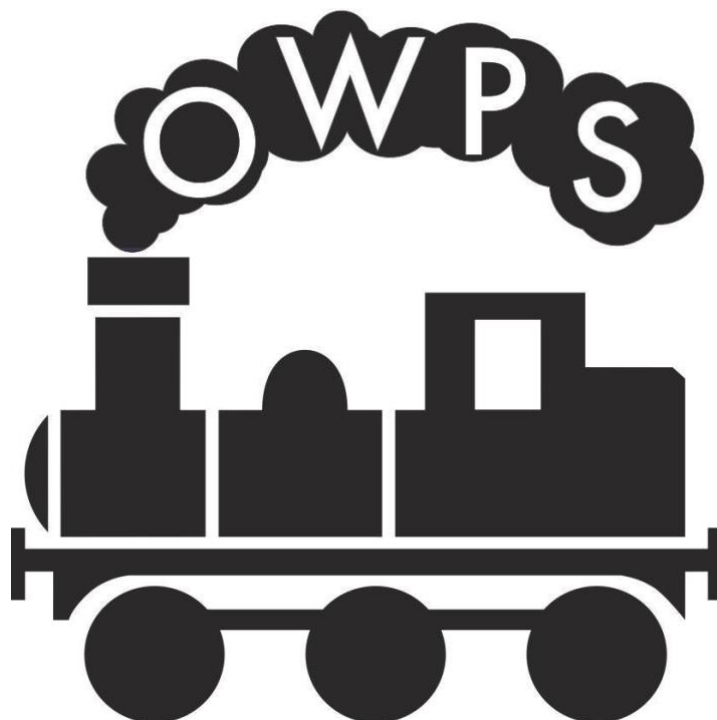
- Use of semi-colon, colon and dash to mark the boundary between independent clauses (*It`s raining; I`m fed up.*)
- Use of colon to introduce a list
- Use of semi-colons within lists
- Bullet points to list information
- Hyphens to avoid ambiguity (*recover versus re-cover*)

Terminology

Subject, Object, Active, Passive, Synonym, Antonym, Ellipsis, Hyphen, Colon, Semi-colon, Bullet points

Appendix 2

Orton Wistow Primary School



What does reading look like?

At Orton Wistow Primary School, we endeavour to deliver a rich and varied English Curriculum, in line with national expectations.

We believe in developing a Love of Reading and that teaching Reading well is a moral obligation.

We aim to develop confident, fluent and enthusiastic Readers by the time they leave Primary School. Reading is delivered in daily phonics lessons for our younger children and in daily whole class reading sessions for all of our children.

This document will outline the theory behind our approach to Reading and sets out how this is delivered to our pupils and works in conjunction with the What Does Phonics Look Like document.

E.Edwards
July 2020

Reading at Orton Wistow Primary School
July 2020

Rationale

'I have taught reading in a new way every year I have been teaching.'

How do we teach reading? Why do we teach it this way? How have our approaches changed?



Over a number of years, we have constantly sought to raise the profile of reading at OWPS and to prioritise the need to instil a Love of Reading throughout the school. As part of this we have introduced and reintroduced a number of practices. We have dabbled with new strategies but never stood back and looked deeply at the theory and practice of how we actually teach reading.

As a school we have a secure understanding of teaching Phonics and delivering the teaching of decoding, but the next steps of our teaching Reading are based more on doing what we know without considering its impact. Whilst we have gone some way to address through our book choices, our focus on vocabulary and our use of Power of Reading texts, we haven't looked closely at the skills we are teaching in our Reading lessons.

We were aware that practices were changing and understood that there was a need to move from Guided Reading to Whole Class teaching, but why? This is an evolving change throughout schools and there wasn't a simple fix on the market. No obvious program that would tell us what to do. So we have had to research our own path and put together our own plan.

We believe that by doing this we can not only change our practice in Teaching Reading for the better but that these skills will overrun into other areas of the curriculum. This work perfectly ties up with our current progress in Curriculum Development, the need for overlearning and the use of Knowledge Organisers.

Where did we start?

What are our aims? What are we striving for? What are our long term goals for our pupils? What are our responsibilities?	<ul style="list-style-type: none">• To create a Love of Reading (we know the impact that this has)• To ensure that all pupils can decode and read fluently• To enable our pupils to read and understand a wide variety of text genres and types.• To enable our children to read challenging texts and know how to cope with them.• To prepare our children for future reading in their lives.
What do we do currently (March 2020)?	<ul style="list-style-type: none">• Reading lessons – 1 hr per week – No set format across the school• FS / Y1 daily phonics lessons• Power of Reading texts (1 per half term?)• Reading Stations every day– set list of books• Accelerated Reader• Some reference to Book Talk in some classrooms

The Research

Appendix A provides a list of references which come from a variety of books, blogs, educational websites and other schools. Ideas from all of which contribute to the thinking behind our new Reading Strategy.

One of the first pieces I read which really struck a chord with me was 'Reading Comprehension: A New Approach' by Solomon North. He made the following points:

1. '...it is not content that gets taught and remembered but generic comprehension strategies, which resist transfer from one book to another. Children are given some text and largely left to their own devices to discover the hidden layers in the text by answering questions and applying said strategies.
2. Reading comprehension relies heavily on background knowledge and vocabulary. We need to know a whopping 95% of the words in a text in order to comprehend it. You can practice prediction all you like, but unless you know what the words mean and how they fit together, you won't comprehend what you read. We asked ourselves: if background knowledge is so important to comprehension, how can we increase background knowledge through reading lessons?
3. The purpose of a reading comprehension lesson should be to make it more likely that a child will understand the next book they read independently. Therefore we need to stay focused on what will transfer from the lesson to the next book they read. If a child sits down to add two numbers together, they are drawing directly on past lessons and are fully dependent on their level of success in those lessons. If a child sits down to write, they are not even capable of forming the first letter without drawing on past lessons. However, we do not believe that the best readers in our school are drawing on past comprehension lessons when they start a new book at home. We do not believe that comprehension strategies account for the difference between a poor reader and a good reader (and despite years of teaching them, have never seen children using them independently outside of a lesson or test situation).


I was then directed to *Reading Reconsidered* by Doug Lemov. *Doug Lemov is a managing director of Uncommon Schools and leads its Teach Like a Champion team. Uncommon Schools is a non-profit network of fifty-four high-performing urban public schools in the USA, which educates twenty thousand low-income primary and secondary pupils.* This text provides carefully considered theory which has been put into practice in Uncommon Schools. Reading it made sense, gave a new perspective and tied in with what texts I had read had said too.




Reading Reconsidered provided some of the key focus areas which our new approach to reading is hung on. These are:



- Pupils need background knowledge and vocabulary in order to understand the text – pre learning.
- Close Reading – brings the deep dive focus, analysis of a text.
- Text Dependent Questions – allows the focus of the reading sessions to be impactful
- The need for challenging texts
- The need for fiction / non-fiction texts to be explored. (We are going to this alongside each other).

I also spent time revisiting the theory behind Book Talk and found that the structure of the Reading Rainbow is something that we could use to support our general knowledge and vocabulary development and then the close reading sessions. We need to explore this further to see if it helps or hinders our planning and delivery.

What will Reading look like at OWPS?

<p>What will each child access?</p> 	<ul style="list-style-type: none"> • FS, Year 1 daily Phonics lessons (Yr 2 as appropriate) - See 'What Does Phonics Look Like' document. • FS, Year 1, Year 2 pupils will read books from the colourband scheme which is Phonics banded - see 'What Does Phonics Look Like' document. • FS, Year 1, Year 2 pupils plus SEND and LA Key Marginal pupils will read 1:1 with an adult. • Pupils in Ys 3-6 will access the Star Reading and Accelerated Reading Program. • All pupils will access Whole Class Reading - Reading Interventions must not be done during the key reading sessions. • Regular Reading at home (5 times a week)
<p>What will it look like?</p>	<ul style="list-style-type: none"> • 5 x 30 minute Whole Class Reading sessions in a timetabled slot– there will be no Reading stations for Ys 2-6, although you may choose / need to read chapters of your text for pleasure in order to move to the next chapter you wish to focus on. • During reading sessions a text should be read 3 times 1st for literal understanding, 2nd for deeper understanding – vocabulary use, structure of text, purpose of text, 3rd for inferential understanding and an opportunity to identify evidence. • Power of Reading texts delivering the English curriculum. min 1 per term combine in addition to Whole Class Read. • FS and KS1 pupils and any LA / SEND pupils who need them will read newly colour banded books which are based on phonic ability. • Star reading assessments Ys 3-6 September, December, March, June. • Accelerated reader independent reading (Ys 3-6) / quizzing time 20 mins per day. • PiXL 3 in 3 for Reading used at set times in the week. Morning starter (this helps children maintain 'test' skills of quick read and retrieval). It could be described as / thought of a 'Close Reading Burst'.
<p>What will it look like at home and for independent reading?</p>	<ul style="list-style-type: none"> • All pupils should be reading to or with an adult 5 times a week • Pupils should read a mixture of Colour band / Accelerated reader/ library and other texts • Pupils reading Phonic based colour band books will read their books 3 times before changing it. (TBC) • Teachers will monitor phonic progress and book bands using our phonics assessment document. Book bands will be recorded on Insight. • Pupils reading on Accelerated Reader should read within their ZPD range 60% of the time. • AR pupils should attempt to quiz in school within 48 hrs of finishing their book. • Teachers will monitor quiz results and respond to pupils according to their needs.
<p>Variations for Year Groups</p>	<ul style="list-style-type: none"> • FS will choose a text for 1 / 2 weeks. They will read as a whole class first (Session 2). The vocabulary, general knowledge and close reading content will be delivered in small mixed ability groups. A whole class read of the text and discussion will then take place at the end of the week / 2 weeks. • Yr 1 will deliver 3 sessions. Session 1,2,3. During the 2 other 30 minute sessions the children will read their own books 1:1 to an adult. Other pupils will carry out vocabulary and handwriting tasks. • Yr 2 will deliver 4 sessions. Leaving 1 session per week for 1:1 reading with pupils.

<p>What will we read?</p>	<ul style="list-style-type: none"> • The same text to the whole class • Carefully selected texts • Whole books • Books pitched slightly above the children's own reading ability. • Fiction and non-fiction combined • Topic linked books (1 per topic if a quality text can be found) 
<p>What will it look like?</p> <p>5 sessions a week Whole books across a period of weeks with linked non-fiction texts.</p> <p>Links to 1st layer of the Reading Rainbow – The FANTASTICS.</p> <p><i>This session could be built around a separate non-fiction text which supports the learning.</i></p>	<p>Session 1 – Vocabulary and general knowledge pre teaching session.</p> <p>Explore, decode, look up words. Teacher teaches meaning, clarifies use, and explores use in another context. Get creative, show pictures, listen to Look at word use with suffixes, tenses. Can the children use the vocabulary in their own sentences? (Not too much dictionary use). Explore context of chapter – historical, geographical, and cultural. Use drama, pictures, look for connections to other words, identifying synonyms and antonyms. Read and discuss a linked Non-Fiction text. Revisit previous vocabulary / knowledge learning Vocabulary Ninja tasks</p> 
<p>The Contiguous Read The fewest possible interruptions or stoppages.</p>	<p>Session 2 – Just read. Teacher reads - just listen, enjoy the text, emerge in the text. Reread (text length dependent) – teacher or pupils with an activity to focus pupils. Vocab bingo. Summary of text points – Knowledge organiser development. This could this be linked to Boxing Clever (end session 2 – beginning session 2 – time dependent)</p> 

<p>Reading Reconsidered - Doug Remov pg 61</p> <p>Close Reading 'This is the crux of the reading sessions. Close Reading is the methodical breaking down of the language and structure of a complex passage to establish and analyse its meaning. Teaching students to do it requires layered reading and asking sequenced, text-dependent questions; and it should end whenever possible with mastery expressed through writing.'</p> <p>This session must be led by the objectives of the year group and beyond, it must engage readers of all abilities.</p> <p>Links to 3rd layer of the Reading Rainbow – The ANALYTICS.</p>	<p>Session 3 – Close Reading (line by line read) The pupils take turns reading aloud – at the direction of the teacher- possibly taking turns from sentence to sentence. Very pacy.</p> <p>During this the teacher enables analysis to take place through questioning. For this part, <u>the section to be read aloud is an extract, and may even focus on a sentence or two</u> from the chapter(s) read in session 2; generally, the extract which is most difficult to understand or has the most to be gained from discussion.</p> <p>Pupils to keep notes during this session. FS, Y1 and Y2 should keep class Reading Reflection books. Years 3-6 pupils will keep their own Reading Reflection books. Notes will be scaffolded for pupils for as long as they need them.</p> <p>Leap frog read (older pupils)</p> <p>If this suits the text, the pupils and the time, try a leap frog read – jump through the text following a theme.</p> <p>NB throughout this session the teacher should be showing and telling the pupils the answers. This is not a comprehension session with lots of questions for which children have to search for information. It should be directed to a small amount of text, and should use Text-Dependent Questions (TDQs)</p> <p>It should be like looking through a microscope at a text. We don't want children to be able to answer from a 'general idea' or by hooking into what others say, or by getting the 'jist'.</p>	
<p>?Links to 2nd layer of the Reading Rainbow – The STYLISTICS. To be reviewed termly 2020/2021</p>	<p>Session 4- Comprehend (space for intervention) Read extract aloud in pairs, individually, with or to the Teacher / TA. Session 4 should provide the opportunity for 'written evidence of mastered comprehension of the text'. Opportunity to use previous work on PEE – Point, Evidence, Explain.</p>	

	<p>Children use the notes they've taken on the extract to answer questions about the text. These questions can tackle any / all of the written curriculum objectives across a text but may focus on one objective for an extract. Again, some children can start working on this with the teacher to support their understanding before working independently.</p> <p>Challenge – choosing another sentence / paragraph for children to close read independently – answering some Text Dependent Questions.</p>
<p>We will follow 5 x 30 min sessions a week – linked to the given text. This allows wriggle room for sessions to flow over when necessary. It also makes a 5th session available to focus on what teachers feel is missing from Whole Class reading. It could be an opportunity to gather evidence particularly in Yrs2 and 6.</p>	<p>Session 5 – Fluency and Intervention or Reading for Pleasure (continuing the text). Each year group focuses on the needs of their cohort in this session.</p> <p>It should be targeted for children's individual needs. It could include phonic revision, decoding, fluency, expression, test type skills. All of this will be dependent on the cohort and year group. PiXL therapies would work this session.</p> <p>It also offers time to continue reading the text as a Reading for Pleasure session – especially for texts which are lengthier.</p> <div data-bbox="1809 301 1946 472" data-label="Image"> </div> <p>well in</p>

Non-Fiction: Non-fiction texts should be planned to be woven into the sessions to support the text that you are using.

Poetry: Odd weeks when your text is finished should be dedicated to poetry and follow the same session structure. Poetry and non-fiction genres should also be covered as part of your English lessons.

Reading Rainbow: During the academic year 2020 / 2021 we will trial using the Reading Rainbow lenses from Book Talk to support the sessions. We will review this termly.

Individual Reading

All pupils are expected to read 5 times a week at home and have this recorded in their diaries. This information is gathered and recorded by teachers and then monitored. Children who are not meeting the required 5 times a week will be prompted and supported by Teachers and TAs to improve.

Pupils from Foundation Stage to Year 2 will read books which are from the Phonic levelled Coloured Book Bands (See the What Does Phonics Look Like Doc).

Pupils who are confident with their phonics will transition in Year 3 from Colour Bands to Accelerated Reader.

Accelerated Reader

Pupils who are beyond the Colour Band Reading system will transfer to Accelerated Reader. (See An Overview of Star Reader and Accelerated Reader PDF).

In order to use Accelerated Reader pupils will sit a Star Test four times a year (September, December, March and June). This test is online and adapts to the individual learner as they work through it. The data from this assessment will be used by Class Teachers to inform teaching in reading as well as identify the child's ZPD range.

All books which are on the Accelerated Reader scheme are labelled in our library. Pupils should read books from their ZPD range for a minimum of 60% of the time. Pupils read their books at home and in school and then sit an online quiz about the book when they have finished reading it.

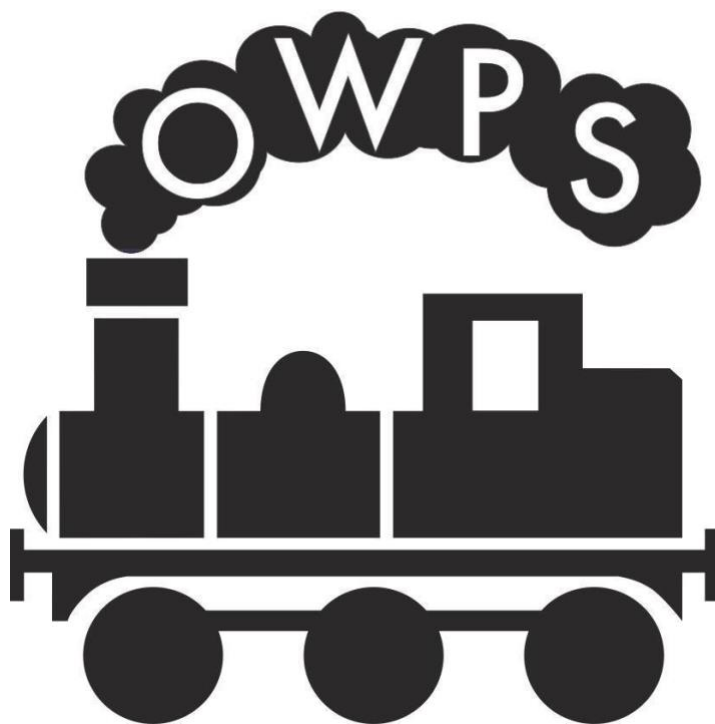
Teachers monitor data from Star Reading Tests and Accelerated Reader Quizzes. Pupils are given individual support to help them with book choices and to encourage engagement in reading.

Reading Plan

Justification for Text Choice:							
Year		Term		Week		Main Text	
<p style="text-align: center;">NC Objectives for the week</p> <p>Word Reading:</p> <p>Comprehension:</p>							
Session	1			Focus	Vocabulary and General Knowledge		
WALT / WILF				What / how will I Teach? What will they do?			
Vocabulary	List vocabulary here						
Knowledge	List key knowledge points here						
Support							
Resources							
Session	2			Focus	Just Reading		
WALT / WILF	Listening objective						
Text to be Read aloud							
Focus for second read (if applicable)	Shine a light on vocabulary / general knowledge?						
Knowledge Organiser	What will we add to the Knowledge Organiser?						
Support							
Resources							
Session	3			Focus	Close Reading		
WALT / WILF							
Text for Close Reading	What part, by who how? Teacher, Individually, in pairs.						
Teaching points including Text Dependent Questions	TDQs should be highlighted						
Support							

Resources			
Session	4	Focus	Close Reading / Comprehension
WALT / WILF			
Text to be read again	What part, by who how? Teacher, Individually, in pairs.		
Text annotations from Close Reading session	Led by adult initially Text annotating with notes		
Support / Challenge			
Activity	Answer 1 or 2 questions will / in detail Make a prediction Make a comparison etc		
Support / Challenge			
Resources			
Session	5	Focus	Reading for Pleasure / Fluency / Intervention
WALT / WILF			
Text to be read aloud	This may be the same piece or different. It may be the next chapter or another picture book / chapter by the same author.		
Teaching Points			
Activity	Fluency / Intervention tasks as appropriate		
Support			
Resources			

Orton Wistow Primary School



What does phonics look like?

At Orton Wistow, we want every child to be successful, fluent readers and writers by the end of Key Stage One and we believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with regular, daily opportunities for developing reading skills. The teaching of phonics is a key strategy that is used to help our children to read, write and spell.

This document will outline the theory behind our approach to Phonics and sets out how this is delivered to our pupils and works in conjunction with the What Does Reading Look Like document.

J. Ironside
June 2020

Our Vision

At Orton Wistow, we want every child to be successful, fluent readers and writers by the end of Key Stage One and we believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with regular, daily opportunities for developing reading skills. The teaching of phonics is a key strategy that is used to help our children to read, write and spell.

Teaching Approach

At Orton Wistow, we follow the six phases of *Letters and Sounds: Principles and Practice of High Quality Phonics* across the EYFS and Key Stage One phases. This guidance is supported with the use of selected resources from Jolly Phonics, Phonics Play and RWInc. Starting in 2020-2021 we have moved away from ability grouping for phonics and will follow a whole class teaching approach. This will allow all children to be exposed to the targeted sounds being taught. Any children as identified as struggling will be given targeted intervention from a phonics trained TA.

Planning for phonics is separate from the English planning and is taken from the long term phonics plan. Weekly planning is recorded on the school's phonics planning format. It should be based on the needs of the children and show clear differentiation. Phonics is taught through discrete phonics sessions, regular reading and writing sessions, and through embedding phonics by linking it with other curriculum subjects throughout the day.

Teachers regularly assess the children's learning and track and review children's progress. A new, consistent tracking document has been created for use in EYFS and Key Stage One, which will follow the children as they move through the year groups. This will identify any specific gaps in the children's knowledge. Assessments also inform teachers of targeted intervention sessions which may be required for those children who struggle with phonics.

Progression

Children will progress through the phases of *Letters and Sounds*, starting at Phase 2 in EYFS. Phase 1 should have been covered in preschool/nursery/playgroup, however, depending upon the needs of the cohort, Phase 1 may be revisited in EYFS, especially for children with additional or complex needs. Rhythm and Rhyme activities (Aspect 4 of Phase 1) are already a routine part of the school day in EYFS.

Phase 2 is introduced after the EYFS baseline assessment, and lasts for approximately 7 weeks. There is then an opportunity for a 2 week revision period of phase 2. Phase 3 is introduced around Christmas and continues throughout the Spring Term for at least 10 weeks, allowing time for a period of consolidation leading up to the end of the term. Phase 4 (lasting a minimum of 4 weeks) is introduced to the whole class in the summer term, throughout which time, phase 2 and 3 continue to be consolidated through whole class teaching. Depending upon the cohort, Phase 5 may be introduced towards the end of the Summer term. By the end of EYFS all children moving to Year 1 will have been exposed to phase 2, 3, and 4 through whole class teaching, and targeted intervention groups will have taken place for children not maintaining the pace.

In Year 1, the children remain in whole class groups for phonics. We start the year with a consolidation of phase 4, lasting for 4 weeks, before moving on to phase 5. Each class is taught by the class teacher and supported during whole class phonics by an experienced TA. Children who are identified through the lessons/tracking sheet as struggling to maintain the pace/working below age related expectations are given targeted phonics interventions by an experienced TA/HLTA during a separate session. The teaching of phase 5 continues throughout the whole year, focusing on recognizing and using alternative spellings for known phonemes.

In Year 2 children become proficient in their phonics knowledge, and have completed Phase 6 of *Letters and Sounds*. The focus is very much on spelling in Phase 6, and the school uses the Rising Stars Spelling programme to support this. For children who failed the Phonics Screening Check at the end of Year 1, phonics continues to be taught as a discrete lesson, and these children attend phonics sessions with Year 1, being placed in a group suitable to their knowledge and understanding.

Timetabling

Discrete phonics sessions in class are timetabled and taught daily throughout EYFS and Year 1. The expectation is that phonics is taught daily for 15-25 minutes in EYFS and 30 minutes in Year 1. Year 2 teach phase 6 spellings in their daily GPS sessions for 20-25 minutes per session, between 3-4 times a week.

Expectations for Home Learning

Across the whole school, parents are encouraged to read daily with their child. Regular reading at home should enable the children to use segmenting and blending techniques learned in phonics sessions. In EYFS, the children have Letters and Sounds packs that link to the week's phonics learning. They contain the sound that has been taught, the pre-cursive handwriting pattern that goes with that sound, and the ditty that is sung for that sound. In Year 1, children who are struggling with their phonics are given a range of phonics games to take home and play. Resources including Phase 3 and Phase 5 sound cards, and High Frequency Words are given out at parent's evenings, and parents are encouraged to use these at home to support their children's learning.

Reading books

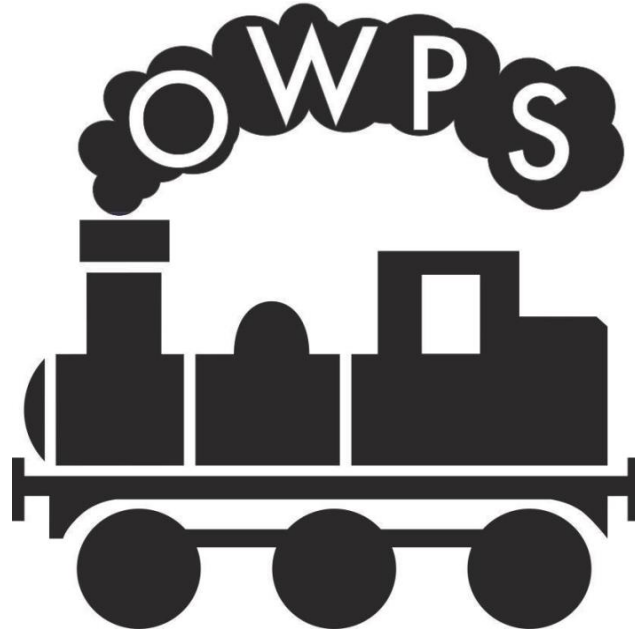
Systematic synthetic phonics plays a key role in a rich and varied reading programme. All children in EYFS/KS1 will be given a reading book that is consistent with their phonic ability. Reading book colour bands have been realigned to match the phonics phases as set out in Letters and Sounds (see appendix 1) and children are matched to books that include graphemes and tricky words that they have been taught. New books have been purchased which are fully decodable to supplement the range of texts on offer, and non-decodable books have been removed from the reading book shelves. Reading books that are matched to phonics ability allow children to consolidate and apply their phonics knowledge confidently without the need to guess at words. The expectation is that each book will be read a minimum of twice (three times for books of a more challenging level) before it is changed, the first time to encourage decoding, the second (and subsequent) time to develop fluency and understanding.

Phonics Appendix 1

Colour	Phonic Phase
Lilac	Pre-Phase 2 (no text)
Pink	Phase 2 Letters and Sounds
Red	Phase 3 Letters and Sounds
Yellow	Phase 3/4 Letters and Sounds - (End of Foundation Stage expected standard)
Blue	Phase 4/5 Letters and Sounds
Green	Phase 5 Letters and Sounds
Orange	Phase 5/6 Letters and Sounds
Turquoise	Phase 5/6 Letters and Sounds - (End of Year 1 expected standard)
Purple	Phase 5/6 Letters and Sounds
Gold	Phase 6 Letters and Sounds
White	Phase 6 Letters and Sounds - (End of Year 2 expected standard)
Lime	Beyond Phase 6 Letters and Sounds

Appendix 5

Orton Wistow Primary School



What does Handwriting look like?

Curriculum, in line with national expectations.

We aim for all children to develop a neat cursive script during their time at the school.

This document will outline how handwriting is taught across our school.

R.Tansley
June 2018
July 2020 updated

At Orton Wistow Primary school, we use the Kingston Cursive script which is part of the TRTS programme (Teaching Reading Through Spelling).

From their introduction to letter formation in the Foundation Stage, our pupils are taught pre-cursive letters.

There are several reasons why we have chosen a fully cursive style of handwriting:

1. **Aids left to right movements** through each word and across the page
2. **Word treated as unit** – a joined style with loops under the line (top loops are unnecessary) enables the pupil to go from the beginning to the end of a word without a break.
3. **Eliminates reversals and inversions** – the differences in similar letters in cursive writing are not determined entirely by difference according to direction but are differences in appearance and movement pattern
4. **More efficient use of movement** – continuity of cursive script helps the flow of movement
5. **Smoother flow reinforces tactile learning** – the sound and shapes can blend together as you go
6. **No need to change or relearn shapes later** – if cursive is taught from the start most children will have mastered the mechanics of writing by the time they are wanting to express their ideas more freely on paper.
7. **Gives space between words** – they stop when they get to the ends of the spoken word
8. **Gives space between letters** – automatically with the joining stroke
9. **Facilitates earlier development of personal style**
10. **Gives potential for speeding up**

Each year group has a copy of the TRTS Writing scheme and Teacher's materials which teachers use as the basis for their handwriting lessons and intervention.

Children are introduced to the letter formation 'patter' from when they join the school. Our aim is that children have developed a cursive script by the time that they move to Year 3, but we recognise that this is more difficult for some children.

Weekly handwriting practice takes place for all children until they have developed a neat, cursive script.

English books are used in Years 1 – 6 and they are set out with the handwriting lines so that children can use this as a guide.

Letter Formation	Patter	Capital Letter
a	Lead in, round the apple, down the leaf, lead out.	A
b	Lead in, down the laces to the heel, round the toe, lead out.	B
c	Lead in, curl around the caterpillar, lead out.	C
d	Lead in, round his bottom, up his tall neck, down to his feet, lead out.	D
e	Lead in, lift off the top and scoop out the egg, lead out	E
f	Lead in, round and down the stem, up to draw the leaves, lead out.	F
g	Lead in, round her face, down her hair and give her a curl, lead out.	G
h	Lead in, down the head to the hooves and over his back, lead out.	H
i	Lead in, down the body, lead out, dot for the head.	I
j	Lead in, down the body, lead out, dot for the head.	J
k	Lead in, up, down and round the kangaroo's body, lead out.	K
l	Lead in, down the long leg, lead out.	L
m	Lead in, Maisie, mountain, mountain, lead out.	M

n	Lead in, down Nobby, over his net, lead out.	N
o	Lead in, all around the orange, lead out.	O
p	Lead in, down the plait and over the pirate's face, lead out.	P
q	Lead in, round her head, up past her earrings, down her hair, lead out.	Q
r	Lead in, down his back, then curl over his arm, lead out.	R
s	Lead in, slither down the snake, lead out.	S
t	Lead in, up the tower, down the tower, lead out, across the tower.	T
u	Lead in, down and under, up to the top, draw the puddle, lead out.	U
v	Lead in, down a wing, up a wing, lead out.	V
w	Lead in, down, up, down, up, lead out.	W
x	Lead in, around for the arm and leg, repeat the other side.	X
y	Lead in, down a horn up a horn and under his head, lead out.	Y
z	Lead in, zig-zag-zig, lead out.	Z

Number Formation
0
1
2
3
4
5
6
7
8
9