

# Appendix A

## **The Devonshire Hill Nursery and Primary School Scheme of Work for English**

**Year 1**

**Year 2**

**LKS2**

**UKS2**

## The Devonshire Hill Nursery and Primary School

### English Teaching and Learning

#### Year 1

#### **What are the statutory requirements for the teaching and learning of English in YR1?**

An English book belonging to a child in Year 1 must show evidence of the following writing objectives having been taught and revisited in order to consolidate or master them:

**N.B.** All objectives in **bold** are taken from the transcription (spelling and handwriting) dimension of the English curriculum; the others are taken from the composition (articulating ideas and structuring them in speech and writing) dimension of the English curriculum.

- |           |   |
|-----------|---|
| <b>1</b>  | <b>Spell words containing each of the 40+ phonemes already taught</b>   |
| <b>2</b>  | <b>Spell common exception words</b>   |
| <b>3</b>  | <b>Spell the days of the week</b>   |
| <b>4</b>  | <b>Name the letters of the alphabet in order</b>  |
| <b>5</b>  | <b>Use letter names to distinguish between alternative spellings of the same sound</b>  |
| <b>6</b>  | <b>Add prefixes and suffixes using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</b>               |
| <b>7</b>  | <b>Use the prefix un–</b>   |
| <b>8</b>  | <b>Use the suffixes –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</b> |
| <b>9</b>  | <b>Apply simple spelling rules and guidance, as listed in English Appendix 1</b>  |
| <b>10</b> | <b>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</b>                             |
| <b>11</b> | <b>Sit correctly at a table, holding a pencil comfortably and correctly</b>   |
| <b>12</b> | <b>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</b>   |
| <b>13</b> | <b>Form capital letters</b>   |
| <b>14</b> | <b>Form digits 0-9</b>  |
| <b>15</b> | <b>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</b>                              |
| <b>16</b> | Write sentences by saying out loud what they are going to write about   |
| <b>17</b> | Compose a sentence orally before writing it   |
| <b>18</b> | Sequencing sentences to form short narratives   |
| <b>19</b> | Re-reading what they have written to check that it makes sense  |
| <b>20</b> | Discuss what they have written with the teacher or other pupils   |
| <b>21</b> | Read aloud their writing clearly enough to be heard by their peers and the teacher.   |
| <b>22</b> | Leave spaces between words  |
| <b>23</b> | Join words and joining clauses using and  |
| <b>24</b> | Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  |

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- |    |  |
|----|--|
| 25 | Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' |
| 26 | Learn the grammar for year 1 in English Appendix 2   |
| 27 | Use the grammatical terminology in English Appendix 2 in discussing their writing.                   |
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An English book belonging to a child in Year 1 must show evidence of the following reading objectives having been taught and revisited in order to consolidate or master them:

**N.B.** The objectives in **bold** are taken from the word reading dimension of the English curriculum; the others are taken from the reading comprehension (both listening and reading) dimension of the English curriculum

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- |    |   |
|----|---|
| 1  | <b>Apply phonic knowledge and skills as the route to decode words</b>   |
| 2  | <b>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</b>  |
| 3  | <b>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</b>   |
| 4  | <b>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</b>   |
| 5  | <b>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</b>   |
| 6  | <b>Read other words of more than one syllable that contain taught GPCs</b>  |
| 7  | <b>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</b>  |
| 8  | <b>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</b>  |
| 9  | <b>Re-read these books to build up their fluency and confidence in word reading.</b>  |
| 10 | Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently |
| 11 | Link what they read or hear read to their own experiences   |
| 12 | Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics   |
| 13 | Recognise and join in with predictable phrases  |
| 14 | Learn to appreciate rhymes and poems, and to recite some by heart   |
| 15 | Discuss word meanings, linking new meanings to those already known  |
| 16 | Understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher               |
| 17 | Check that the text makes sense to them as they read and correcting inaccurate reading  |
| 18 | Discuss the significance of the title and events  |
| 19 | Make inferences on the basis of what is being said and done   |
| 20 | Predict what might happen on the basis of what has been read so far   |
| 21 | Participate in discussion about what is read to them, taking turns and listening to what others say   |
| 22 | Explain clearly their understanding of what is read to them   |
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For those objectives that do not lend themselves well to producing written evidence (e.g. participate in discussion about what is read to them, taking turns and listening to what others say) teachers must build in opportunities for children to be assessed

orally in class and photograph the activity (which can be placed into each child's exercise book) as evidence of the objective having been met.

### **How should I cover the English curriculum across the week?**

From September 2015, we will follow a weekly cycle culminating in a piece of extended writing that includes evidence of the phonics work, vocabulary, grammar and punctuation objectives and the transcription lessons taught during the week.

	<b>Phonics Session</b>	<b>Main Lesson</b>
	<b>10:35-11:00</b>	<b>11:00-12:00</b>
<b>Monday</b>	<i>Objectives taken from the Read, Write Inc Phonics Programme</i>	Reading – comprehension
<b>Tuesday</b>	<i>Objectives taken from the Read, Write Inc Phonics Programme</i>	Writing – transcription
<b>Wednesday</b>	<i>Objectives taken from the Read, Write Inc Phonics Programme</i>	Writing – transcription
<b>Thursday</b>	<i>Objectives taken from the Read, Write Inc Phonics Programme</i>	Writing – vocabulary, grammar and punctuation
<b>Friday</b>	<i>Objectives taken from the Read, Write Inc Phonics Programme</i>	Writing - composition

In addition to the daily English lesson, teachers should look to incorporate reading and writing exercises into their IPC lessons. For example, conducting an investigation into how we use our senses could involve:-

- Spelling common exception words within their write up
- A group discussion around each sense and then writing this up to present clearly to their peers and the teacher

These tasks would allow for further revision of a number of reading and writing objectives whilst still meeting the requirements of the science curriculum for KS1.

### **What does an English lesson look like in Year 1?**

A Year 1 English lesson at The Devonshire Hill Nursery and Primary School is comprised of two parts:

#### **1. Phonics [10:35-11:00]**

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.

For the Phonics session children build on work from the Early Years Foundation Stage by sounding and blending unfamiliar printed words quickly. They are taught new grapheme-phoneme correspondences and revise and consolidate those learnt earlier.

A typical session will include the following components:

- Hear, say and read the new sound being introduced
- Read words containing the new sound

- Spell words containing the new sound
  - Review and apply sounds learnt earlier in both reading and writing tasks
- Ongoing assessments of individual children’s phonics knowledge will be rigorous to allow for re-grouping so that all children attain well in their [end of Year 1 Phonics Screening Check](#).

## 2. English Lesson [11:00-12:00]

### i. Monday – reading comprehension

Good comprehension draws from linguistic knowledge 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.

#### **Before Reading**

Using an age-appropriate text, discuss the title and the predictions the pupils can make from it about the subject and purpose as a class. Then either in groups, pairs or individually, ask the pupils to make predictions based on any presentational devices (e.g. font style, images). When the pupils feedback direct them to use a talk frame:

I predict this book will be about **spiders** because **the lady is shouting and running away from an enormous spider**.

N.B. You can use ICT to pixelate or cover the main body of text so that the children learn to use the presentational devices (e.g. coloured font, quotations from experts, photos etc.) to get an insight into the subject, purpose, audience and text type.

#### **Reading**

To help the children access the text, the teacher may choose to give the children some background information about the extract prior to reading the text. The text could be read aloud to the class by the teacher using some of the strategies cited below to engage pupils as well as focus them on comprehending the text.

#### Change the Word

As the teacher reads the text aloud, he or she will change words (making fairly obvious changes to start with) every so often, for example:  
*“There’s a monster in the garden and it’s going to eat me,” said Bernard. “Not now, Bernard,” said his mother. Bernard went into the garden. “Hello, monster,” he said to the **goldfish** (instead of monster, but he or she does not stop reading, they continue on as if nothing happened)*

Pupils should notice that things aren’t quite right and point out the mistake. Continue this every so often to keep pupils engaged with listening closely and following.

Teachers can make very humorous changes and changes which are very slight to challenge pupils (e.g. using a synonym to support vocabulary development).

When they become familiar with the process, pupils can take over: they read aloud, make a change and the first person to point out the change then takes over the reading. It will be very obvious that they are about to change a word to start with, as they will stop to think of something; challenge them to try and continue without a pause.

#### What if not?

Read through a section of the text and highlight key words or features with the children before asking 'What if not?' For example 'What if this story had not been set in the *old days*? – what if it were happening now?' 'What if we changed this word *black* to *white*?' 'What if this ? was an !?'

Discuss the impact of the changes you have made and think about why the author made the choices he made? Ask if the children could make it better? Re-read the section of text either as a class, in pairs or individually.

The purpose of the activity is to develop deeper understanding of implicit messages of the text by changing things explicitly. Children must be helped to see that authors make purposeful choices about words and details, sometimes choosing to leave things out. It will help them to develop an early understanding of how texts and words can be played with for different effects.

#### Focussed Drama / Focussed Hot Seating

Before, during or after reading the extract of text, the teacher can model a drama activity, explicitly show children how to act, but the text must be constantly referred to in order to make the drama relevant. It is not a 'show', it is up to the teacher to use drama / hot seating to further develop a deeper understanding of the text. The teacher can decide between partner, group or whole class activity and set up accordingly.

By using hot seating, children can show their understanding of the text through the questions they ask and answers they give.

#### Draw it

The teacher will identify a section of the text from within a larger section that is read. Ask

'if you were the illustrator, what would you draw for this page/section/part? What is the most important thing on this page?' Discuss the value of

different suggestions. Show children how to distinguish the 'main idea' from 'extra details' from their suggestions.  
Discuss the key points of the section and decide on what they would 'draw' before feeding back suggestions.

The purpose of this activity is to explore/understand how to distinguish between the main idea and supporting details in text – NOT to draw pictures. It helps children to understand how authors build on a main idea with extra details which are not always necessary for plot but do help create a richer picture in the reader's mind and the key comprehension skill being taught in this activity is summarisation.

## Questions

Questions devised by teachers must meet the requirements of the national curriculum. The majority of questions will involve pupils having to retrieve and record information from fiction and non-fiction, along with making inferences from the text and justifying these using evidence. However, there are other objectives in the reading dimension of the curriculum that need to be assessed regularly.

As the children progress through Year 1 and develop their abilities in comprehension, a range of question types should be asked:

- explicit questions
- implicit questions
- questions that link themes and issues in the text to children's everyday life experiences
- questions that link to the forthcoming writing tasks
- questions that help to embed and extend children's vocabulary
- written response
- true/false
- multiple choice
- sequencing
- matching correct information
- table completion
- labelling diagram
- gap completion
- mark my answer
- write a question

Decide which questions to use for teaching input and which the children should answer independently.

Display chosen question and model how to find the answer, showing the children how to use the evidence from the text – rereading the text to find the answer.

Model how to use the explicit/implicit question techniques and discuss how you know if a question is explicit or implicit.

Repeat with other questions or monitor as children work independently.

Display good examples of question answers, explaining why you have chosen them.

Children should be taught to rehearse their answers before recording them.

The purpose in Year 1 is to teach not test comprehension skills

### **Self- or peer-assessment**

Along with regular mini-plenaries during the lesson to support pupils (or provide additional challenge using further questioning) the teacher should aim to ensure all answers to reading comprehension questions are marked in class. Good examples of answers can be shown to the class (using the visualiser) or shared with the class during discussion work to provide others with a role model to aspire to.

Tuesday and Wednesday – handwriting and spelling

#### **a. Handwriting**

At The Devonshire Hill Nursery and Primary School, we use the Nelson Handwriting Scheme and the books for these can be found in classrooms. The Teacher's Book gives guidance on direct teaching, and the Interactive Teaching Software gives animated demonstrations of each letter and join.

The Teacher's Book also gives useful guidance about left-handed pupils and their specific needs in terms of grip, posture and paper alignment.

#### **b. Spelling**

For the explicit teaching of spelling, teachers must follow The Devonshire Hill Nursery and Primary Spelling Scheme for their year group that allows for excellent coverage of the objectives set out in the spelling appendix of the English curriculum.

There is a spelling list for each of the 36-teaching weeks, covering phonics (e.g. soft c and g sound mixed spellings) and word work.

Once the spelling rule has been taught explicitly, teachers are welcome to devise activities that allow pupils to demonstrate their ability to spell the word correctly, understand its meaning and use it in a sentence. Some example activities include:-

- Constructing sentences to demonstrate understanding of the vocabulary
- Matching an image to the word it represents
- Matching vocabulary to sentences where the target vocabulary has been omitted
- Re-ordering words within a sentence (i.e. unscrambling sentences that include the target vocabulary)

The children can then be given the list of spellings to revise at home in time for the weekly spelling test every Friday which is recorded in each child's English spelling book.

ii. Thursday– vocabulary, grammar and punctuation

- Vocabulary
- Grammar
- Punctuation

Teachers should ensure that any work completed in this lesson will serve to support pupils with the writing work that will be produced in Friday's lesson. For example, if a child was due to write sentences describing the boy in *Not Now Bernard*, the teacher could plan for the following activities:

d. Vocabulary

The children could brainstorm different words that would suitably describe the boy.

e. Grammar

The children could be taught how to join words using *and*.

f. Punctuation

The children could be taught how to begin to punctuate their sentences using a capital letter.

iii. Friday – composition

For many pupils, especially in Year 1, writing will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing. For that reason, teachers must prepare for transcription and composition activities that are accessible for all learners and support every writer with producing a composition that is of a very high standard. When teaching writing it is important to:

- agree how the audience and the purpose of the writing task determine the structure, grammatical features and content,
- use specific objectives which are limited,
- rehearse sentences orally before writing them down, thus giving children insights into how to compose in sentences,

- encourage the automatic habit of incorporating basic elements, e.g. capital letters and full stops,
- constantly and cumulatively re-read to gain a flow from one sentence into another,
- explain why decisions have been made – why one choice is preferable to another,
- keep the session well paced and focused by using questions to seek information and to consolidate and verify children’s understanding,
- check for misconceptions and deal with them by directing discussion to promote action and enquiry,
- occasionally make deliberate errors so as to allow a focus on tackling common errors or on errors related to a specific teaching objectives,
- model meta-language (i.e. language used to talk and think about language).
- provide opportunities for children to respond by:
  - 1) offering waiting time for individual thinking,
  - 2) building in brief paired discussion,
  - 3) encouraging non-verbal responses (e.g. ‘show-me’ activities).

The teacher’s role is to work at a level **beyond** children’s independent writing. You need to free the children to concentrate on composition by:

- *demonstrating composition* – to demonstrate the way that writers work by composing aloud, i.e. rehearsing the sentence before writing it, weighing up alternatives and explaining decisions,
- *scribing* – discussion about alternatives, followed by teacher taking suggestions on what to write and taking the opportunity to focus on objectives,
- *supported composition* – children write (sometimes in pairs) and discuss with each other how they will create what they want the reader to hear, this allows the teacher to take immediate feedback.

### **Self- or peer-assessment**

As the year progresses and children’s writing develops, self and peer assessment is a useful tool to introduce. Peer-assessment refers to the many ways in which pupils can share their creative work with peers for constructive feedback and then use this feedback to revise and improve their work.

The steps below are a good and simple starting point for peer-assessment in Year 1:

1. Compliment the writer.
2. Make a suggestion for how the writing could be improved.

Self-assessment can take the form of pupils responding to the teacher’s marking (e.g. correctly re-writing a mis spelt word) or pupils can identify examples of how they’ve evidenced the success criteria in their own writing. For example, *Today I used a full stop at the end of all of my sentences.*

**The Devonshire Hill Nursery and Primary School**

**English Teaching and Learning**

**Year 2**

**What are the statutory requirements for the teaching and learning of English in YR2?**

An English book belonging to a child in Year 2 must show evidence of the following writing objectives having been taught and revisited in order to consolidate or master them:

**N.B.** All objectives in **bold** are taken from the transcription (spelling and handwriting) dimension of the English curriculum; the others are taken from the composition (articulating ideas and structuring them in speech and writing) dimension of the English curriculum.

- |           |  |
|-----------|--|
| <b>28</b> | <b>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</b>   |
| <b>29</b> | <b>Learning new ways of spelling phonemes for which one or more spellings are already known</b>  |
| <b>30</b> | <b>Learning to spell common exception words</b>  |
| <b>31</b> | <b>Learning to spell more words with contracted forms</b>  |
| <b>32</b> | <b>Learning the possessive apostrophe (singular)</b>   |
| <b>33</b> | <b>Distinguishing between homophones and near homophones</b>   |
| <b>34</b> | <b>Add suffixes to spell longer words</b>  |
| <b>35</b> | <b>Apply spelling rules and guidance as listed in English Appendix 1</b>   |
| <b>36</b> | <b>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</b>  |
| <b>37</b> | <b>Form lower case letters of the correct size</b>   |
| <b>38</b> | <b>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined</b>  |
| <b>39</b> | <b>Write capital letters and digits of the correct size and orientation</b>  |
| <b>40</b> | <b>Use spacing between words</b>   |
| <b>41</b> | Develop positive attitudes towards writing by writing narratives about personal experiences and those of others, real events, poetry and for different purposes  |
| <b>42</b> | Planning what they are going to write about using ideas and key words  |
| <b>43</b> | Drafting and editing their writing by re-reading, checking verb tenses and proof reading to check for errors in spelling grammar and punctuation   |
| <b>44</b> | Read aloud what they have written with appropriate intonation to make the meaning clear  |
| <b>45</b> | Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). |
| <b>46</b> | Learn how to use sentences with different forms, expanded noun phrases to describe and specify, the present and past tenses correctly and subordination and co-ordination.   |
| <b>47</b> | Learn how to use and understand the grammatical terminology in English Appendix 2 when discussing their writing  |

An English book belonging to a child in Year 2 must show evidence of the following reading objectives having been taught and revisited in order to consolidate or master them:

**N.B.** The objectives in **bold** are taken from the word reading dimension of the English curriculum; the others are taken from the reading comprehension (both listening and reading) dimension of the English curriculum

23	<b>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding is embedded and reading is fluent</b>
24	<b>Read accurately by blending the sounds in words that contain the graphemes taught so far</b>
25	<b>Read accurately words of two or more syllables that contain the same graphemes as above</b>
26	<b>Read words containing common suffixes</b>
27	<b>Read further common exception words</b>
28	<b>Read aloud books closely matched to their improving phonics knowledge</b>
29	<b>Build up fluency and confidence in word reading</b>
30	Develop pleasure and motivation to read
31	Listen to and discuss a wide range of poetry, stories and non fiction at a level beyond that at which they can read independently
32	Discuss the sequence of events in books and how items of information are related
33	Re-telling a wide range of stories, fairy stories and traditional tales
34	Being introduced to non fiction books that are structured in different ways
35	Recognise simple recurring literary language in stories and poetry
36	Discussing and clarifying the meanings of new words
37	Building up a repertoire of poems learnt by heart and reciting some with appropriate intonation
38	Understand books by drawing on what they already know or on background information provided by the teacher
39	Checking that the text makes sense to them and correcting inaccurate reading
40	Making inferences
41	Answering and asking questions
42	Predicting what might happen on the basis of what has been read so far
43	Participate in discussions about books and poems
44	Explain and discuss their understanding of books, poems and other material

For those objectives that do not lend themselves well to producing written evidence (e.g. participate in discussion about books, poems and other works) teachers must build in opportunities for children to be assessed orally in class and photograph the activity (which can be placed into each child's exercise book) as evidence of the objective having been met.

### **How should I cover the English curriculum across the week?**

From September 2015, we will follow a weekly cycle culminating in a piece of extended writing that includes evidence of the vocabulary, grammar and punctuation objectives taught during the week's SPaG sessions and Wednesday's main lesson.

Spag Session		Main Lesson
	10:35-11:00	11:00-12:00
<b>Monday</b>	<i>Objectives taken from the two statutory appendices on spelling and vocabulary, grammar and punctuation</i>	Reading – comprehension
<b>Tuesday</b>	<i>Objectives taken from the two statutory appendices on spelling and vocabulary, grammar and punctuation</i>	Writing – transcription
<b>Wednesday</b>	<i>Objectives taken from the two statutory appendices on spelling and vocabulary, grammar and punctuation</i>	Writing – vocabulary, grammar and punctuation
<b>Thursday</b>	<i>Objectives taken from the two statutory appendices on spelling and vocabulary, grammar and punctuation</i>	Writing – composition
<b>Friday</b>	<i>Spelling Test</i>	Writing - composition

In addition to the daily English lesson, teachers should look to incorporate reading and writing exercises into their IPC lessons. For example, carrying out scientific research into the three main rock types and their properties could involve:-

- pupils retrieving information from a nonfiction text about rocks
- asking and answering different questions about rock types
- pupils using key words to help them to write a definition of the three rock types

These tasks would allow for further revision of a number of reading and writing objectives whilst still meeting the requirements of the science curriculum for KS1.

### **What does an English lesson look like in Year 2?**

A Year 2 English lesson at The Devonshire Hill Nursery and Primary School is comprised of two parts:

#### **3. SPaG Session [10:35-11:00]**

For the SPaG (spelling, punctuation and grammar) session, children are taught to identify, apply and evaluate concepts set out in the two statutory appendices on spelling and vocabulary, grammar and punctuation.

For example, a session focused on expanding noun phrases to describe and specify could involve the following activities:

- Identify – pupils identify the nouns in sentences by circling or underlining them
- Apply – pupils select a fitting adjective to expand the noun to create a noun phrase (e.g. the blue butterfly...)

- Evaluate – pupils explain what a noun phrase is and why it is used with regards to adding detail or description to a sentence (e.g. Which sentence provides more detail? Why? What do you know from reading the second sentence that you do not know from reading the first one?)

These tasks should follow the format of questions (e.g. tick-box, underline, circle, draw lines to show etc.) set out in summative grammar, punctuation and spelling tests to allow all children to attain well in their [end of key stage 1 assessments](#).

#### 4. Main Lesson [11:00-12:00]

##### iv. Monday – reading comprehension

Good comprehension draws from linguistic knowledge 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.

#### **Before Reading**

Select an age-appropriate text – consider what background understanding the pupils would need in order to comprehend the text.

*Say: In pairs, I'd like you to talk about \_\_\_\_\_ for 1-2 minutes and then we'll share some things you've talked about.*

*The title of the extract is \_\_\_\_\_. What could it be about?*

When the pupils feedback direct them to use a talk frame:

I think it will be about **fish** because **the title is 'Gifts from the Sea' and some people think of food as being a special like a present.**

I predict the text will be about **sea shells** as **people collect them on the beach as gifts for their family and friends.**

N.B. You can also show images from (or relating to) the text alongside the title if you think it will help guide pupils' thinking so that they are focused on the topic at hand.

Guide pupils' responses, drawing attention to those which relate to the reading extract. This will support all readers with accessing the text.

#### **Reading**

When reading, the teacher must model the following behaviours to encourage all pupils to be effective 'comprehenders' :

**1. Activate background knowledge relating to the extract** (I remember how I felt when I moved primary school...)

**2. Make predictions / ask questions** (Abby's mum must have a very good reason for wanting to move, seeing as she isn't sympathetic towards

Abby's worries... I wonder what that reason is. I predict they're moving because Abby's mum found a good job in a different part of the country.)

**3. Visualise when necessary** (If I close my eyes, I can imagine seeing that ginger cat sitting on top of a pile of cardboard boxes... let's quickly find a picture of a large moving van to remind ourselves of what it might look like)

**4. Identify important words/phrases/ideas** (The extract is called 'All Change' so the word all must mean that everything is changing, because if it's all going to change then everything is going to change)

**5. Monitor meaning during text reading** (Oh, I see, Chloe was Abby's best friend so it hurts her, Abby, to see Chloe laughing with Becky because perhaps that means Chloe isn't going to miss Abby when she moves away)

**6. Detect understanding breakdown and use repair strategies** (I might just re-read that section because I can't work out who Freddie is.... oh, he's not a boy because it writes about his paws, so he must be an animal, a family pet, maybe a dog or a cat)

**7. Make connections and integrate meaning** (Freddie doesn't want to move either because he is looking at Abby sympathetically, which means he understands how she feels, so maybe he feels the same way as her)

**8. Use inference** (suitcases and boxes... this must mean they're moving because people use suitcases and boxes to pack up all their things, their belongings like clothes, toys and furniture)

**9. Summarise** (First.. then.. later.. finally..)

Further strategies that can be used as ways of getting pupils to listen actively as the teacher or fellow pupils read aloud include:

#### Change the Word

As the teacher reads the text aloud, he or she will change words (making fairly obvious changes to start with) every so often, for example:

*She looked down and saw the garden below. She saw the roses, the apple trees and her father **dancing** (instead of digging, but he or she does not stop reading, they continue on as if nothing happened)*

Pupils should notice that things aren't quite right and point out the mistake. Continue this every so often to keep pupils engaged with listening closely and following.

Teachers can make very humorous changes and changes which are very slight to challenge pupils (e.g. using a synonym to support vocabulary development).

When they become familiar with the process, pupils can take over: they read aloud, make a change and the first person to point out the change then takes over the reading. It will be very obvious that they are about to change a word to start with, as they will stop to think of something; challenge them to try and continue without a pause.

#### What if not?

Read through a section of the text and highlight key words or features with the children before asking 'What if not?' For example 'What if this story had not been set in the *old days*? – what if it were happening now?' 'What if we changed this word *black* to *white*?' 'What if this ? was an !?'

Discuss the impact of the changes you have made and think about why the author made the choices he made? Ask if the children could make it better? Re-read the section of text either as a class, in pairs or individually.

The purpose of the activity is to develop deeper understanding of implicit messages of the text by changing things explicitly. Children must be helped to see that authors make purposeful choices about words and details, sometimes choosing to leave things out. It will help them to develop an early understanding of how texts and words can be played with for different effects.

### **Questions**

Questions devised by teachers (or found in educational textbooks or via [testbase](#)) must meet the requirements of the national curriculum. The majority of questions will involve pupils having to retrieve and record information from fiction and non-fiction, along with making inferences from the text and justifying these using evidence. However, there are other objectives in the reading dimension of the curriculum that need to be assessed regularly:

- Vocabulary in context should be explicitly assessed. Pupils will need to identify or provide their own synonyms for specific words within the texts.

**At the start of the story, the men entered the forest...**

carefully      quickly      fearfully      noisily

**Find out when a meteor shower is due and arrange to go star spotting with an adult...**

**In this sentence, the word arrange is closest in meaning to...**

set out.

meet.

pack up.

plan. ✓

- Pupils will need to demonstrate an understanding of texts by predicting what might happen next. Prediction questions will mainly be limited to fiction, or where information, plot or character development allows. Answers will need to be text based. Pupils will need to refer to key elements of plot, character or information.

### **Q Where do you think Jilly might ask the dragon to take her?**

- Comparison is now an explicit area of the national curriculum. Pupils will need to compare information, characters or events *within* a text.

**Look at the paragraph beginning: Many National Parks around the world...**

**Give one thing that is different about the National Parks in England compared with those in the rest of the world.**

- Summary is also a new expectation of the national curriculum. Summary questions will usually be closed questions. Pupils will need to order events from fiction or non-fiction texts, or select the most appropriate summary from a given list.

**Number the sentences to show the order of the events in the story.**

N.B. Teachers must ensure they are providing a range of reading comprehension questions so that children's reading ability can be assessed accurately by looking at the work in exercise books.

### Scanning

As the majority of questions in any summative reading test involve fact-retrieval, it is vital that teachers explicitly teach their pupils how to scan the text to find the answer. The process of scanning is outlined below:

- Identify the key word or words in the question and decide which word(s) you will scan for.
- Quickly scan the text, looking from left to right, searching for the key word(s).
- Stop when you have found the word. Are you in the right place to answer the question or do you need to keep scanning?
- Read the sentence – can you answer the question? If not, read the sentences before and after until you find the answer.

Scanning Process Summary
--------------------------

- Key word(s)
- Scan
- Stop (or scan again)
- Read the sentence
- Read around the sentence
- Answer the question

### **Self- or peer-assessment**

Along with regular mini-plenaries during the lesson to support pupils (or provide additional challenge using further questioning) the teacher should aim to ensure all answers to reading comprehension questions are marked in class. Good examples of answers can be shown to the class (using the visualiser) and children can have time to amend their own answers if necessary to give them the best possible opportunity to be a successful learner.

Tuesday – handwriting and spelling

#### **c. Handwriting**

At The Devonshire Hill Nursery and Primary School, we use the Nelson Handwriting Scheme and the books for these can be found in classrooms. The Teacher's Book gives guidance on direct teaching, and the Interactive Teaching Software gives animated demonstrations of each letter and join.

The Teacher's Book also gives useful guidance about left-handed pupils and their specific needs in terms of grip, posture and paper alignment.

#### **d. Spelling**

For the explicit teaching of spelling, teachers must follow The Devonshire Hill Nursery and Primary Spelling Scheme for their year group that allows for excellent coverage of the objectives set out in the spelling appendix of the English curriculum.

There is a spelling list for each of the 36-teaching weeks, covering phonics (e.g. soft c and g sound mixed spellings), word work (e.g. making nouns from verbs by adding –ance) and common exception words.

Once the spelling rule has been taught explicitly, teachers are welcome to devise activities that allow pupils to demonstrate their ability to spell the word correctly, understand its meaning and use it in a sentence. Some example activities include:-

- Constructing sentences to demonstrate understanding of the vocabulary
- Matching an image to the word it represents
- Matching vocabulary to antonyms or synonyms

- Matching vocabulary to dictionary definitions
- Matching vocabulary to sentences where the target vocabulary has been omitted
- Re-ordering words within a sentence (i.e. unscrambling sentences that include the target vocabulary)

The children can then be given the list of spellings to revise at home in time for the weekly spelling test every Friday which is recorded in each child's English exercise book.

v. Wednesday – vocabulary, grammar and punctuation

g. Vocabulary

h. Grammar

i. Punctuation

Teachers should ensure that any work completed in this lesson will serve to support pupils with the planning, drafting and writing work that will be produced in Thursday's and Friday's lessons. For example, if a child was due to write a letter to a significant author, the teacher could plan for the following activities:

Vocabulary

The children could learn how to form adjectives using suffixes - for example,  
*you describe a beautiful environment that is being destroyed by humans.*

Grammar

The children could learn how to use the present tense consistently – for example, *the issue*

*is worrying versus the issue was worrying.*

Punctuation

The children could be taught how apostrophes can be used for contracted forms - for example, *it's an important topic versus it is an important topic.*

vi. Thursday – planning and drafting

For many pupils, planning for writing can be challenging, as they often find it difficult to come up with their own ideas. For that reason, teachers must prepare for planning activities that are accessible for all learners and support every writer with producing a composition that is of a very high standard by the end of the week. In place of standard planning frames such as the story map, teachers could use the following activities to support writers with the planning and drafting processes:

- Choral Reading – the teacher composes (or finds) eight sentences – a short paragraph – and either alone or with help from the children, devises actions for words or phrases (e.g. time – tapping wrist; wife – placing a

ring on the ring finger of the left hand etc.). The teacher then leads the class in a choral reading (reading in unison) of the text, using the actions to support children with comprehension and ensure active pupil engagement. Having the actions, along with the reading in unison, helps children to memorise the text – the text that will then form the beginning of their written work. Teachers will find the lower- and middle-attaining pupils note down the exact words learnt whereas the higher-attaining pupils will naturally incorporate additional vocabulary – the point of this exercise is to support children with keeping their written work focused, including the correct verb tense and subject-verb agreement (e.g. My aunt or my uncle are arriving today – My aunt or my uncle **is** arriving today ✓). Teachers will also find that all pupils continue the written work appropriately as having a clear beginning serves to focus their ideas and keep them appropriate to task.

- Dictogloss – the teacher prepares a composition (including the relevant vocabulary, grammar and punctuation objectives taught during the week) that exemplifies part of the extended writing to be completed in Friday's lesson. Initially, the teacher reads the extract aloud and the children listen. Then the teacher reads again and the children are given the opportunity to note down any words or phrases they wish to use in their own writing. If needed, the teacher can reread one final time for children to take additional notes. The teacher should not display the extract, as it's important that the children listen actively and taking notes efficiently. Pupils can feedback on the ideas they've noted, explaining their choices with reference to language and author's style.
- Statement sorting – the teacher presents children with a number of statements – some are appropriate; others are inappropriate or partly inappropriate to the task. Pupils have to sort the statements into two groups – appropriate to task and inappropriate to task - giving reasons for their groupings. This activity serves to revise vocabulary learnt, along with demonstrating the importance of choosing words carefully to communicate meaning clearly. For example, 'The great white shark lives on the coast' would be deemed inappropriate as the information is unclear, giving the impression that a shark is a land-dweller, and so should instead state that the shark lives in coastal or offshore waters.
- Identifying success criteria – prior to drafting, the teacher displays a piece of modelled writing on the interactive whiteboard that includes evidence of the success criteria (e.g. I can use the past tense accurately to write my diary entry) and gives pupils a short amount of time to highlight examples of the success criteria in the composition. This can be differentiated accordingly, for example, the lower-attaining pupils might be finding evidence of one success criterion.

N.B. Pupils must be given the opportunity to draft any extended piece of writing, and this draft **must** be marked by the teacher (or higher-level teaching assistant) in relation to the success

criteria before Friday's lesson so that each pupil can respond to written and/or verbal feedback in order to improve the quality of their final composition.

vii. Friday – writing, evaluating and editing

In order to support pupils, teachers should plan for shared- or guided writing during Friday's lesson before children write unaided – N.B. Shared writing would work well in Thursday's lesson if pupils are drafting their work; guided writing would work better in Friday's lesson after the pupils' drafts have been marked. These two teaching strategies are outlined below:

Shared writing

During shared writing, the teacher transcribes the entire text while engaging pupils in a rich discussion about how the text should be composed.

Shared writing is taught in briskly paced, 5-minute slots – with the teacher adding to the composed piece throughout the lesson as necessary. The teacher writes the entire text on the whiteboard (or on paper using the visualiser to display) while requesting input from pupils regarding aspects of the writing where they most need to expand their expertise. The teacher considers, for example, whether his or her pupils need to focus attention on paragraph structure, word choice, or sentence expansion (always linking to the success criteria) and then includes the focus elements in his or her modelled composition.

During the writing, the teacher demonstrates in-the-moment revision as necessary to construct a strong draft. Rereading the text to pupils to discuss what needs to be written next or to monitor whether or not the text conveys information clearly will encourage pupils to do the same when working independently. The teacher must make it clear that a draft is a working document and so writers are permitted to change ideas or add in details to improve it.

At the end of the shared writing, the teacher reads the completed text to pupils, allowing a few minutes for pupils to orally summarise what has been learnt about writing during this session.

The text can be displayed in an accessible spot in the classroom for pupils to refer to as they then write independently.

Guided Writing

Guided writing follows on from shared writing, but instead of working at a whole class level, it addresses the specific identified writing development needs for groups of pupils.

Having assessed the children's most recent piece of writing, the teacher groups children with similar needs, and plans and resources for those pupils so that they can progress with their learning. For example, providing one group of pupils with a bank of adverbs and example sentences which could be used in the extended writing, or sitting with a group of children to discuss syntax and model improving sentence construction (e.g. *I have looked at your writing and today I want to show you how you can make your writing more interesting to the reader, by changing the word order of some of your sentences. I'll begin with this sentence from Aaliyah's work...*).

Once the writing focus for the group has been divulged and modelled, the pupils can begin writing with the teacher providing immediate and frequent individual guidance, assisting individual students in anticipation of needed reminders or assistance (e.g. *Remember, we can use the adverb as a sentence opener, following it with a comma, or we can put it before or after the verb in the sentence... George, start the next sentence with the adverb hurriedly, it's a more descriptive way of saying quickly and it shows the reader that the character is late for school.*). In short, the teacher monitors pupils while they write and "leans in" in order to prompt and guide their thinking.

Teachers should include brief, frequent mini-plenaries to share children's writing and highlight examples of children successfully evidencing their specific identified writing development need, thus encouraging other children to learn from their peers and amend their composition accordingly.

### **Self- or peer-assessment**

As pupils often feel they cannot let go of their original words, and so find it difficult to edit and improve their own writing unaided, peer-assessment is preferable over self-assessment at the end of an extended writing session when the children are able to do so.

Peer-assessment refers to the many ways in which pupils can share their creative work with peers for constructive feedback and then use this feedback to revise and improve their work.

It is the responsibility of the teacher to ensure children are paired appropriately and children who may find the process challenging receive support from the teacher or an HLTA so that the activity promotes progress rather than hinders it.

The steps below are a good starting point for peer-assessment

There are three steps to effective peer-assessment:

1. Compliment the writer
  - What are a few things that you liked about the author's writing?
2. Make specific suggestions to improve the writing.
3. With permission from the author, mark corrections on the writing piece:
  - Look for spelling, grammar, and punctuation mistakes.

Self-assessment can take the form of pupils responding to the teacher's marking (e.g. I want you to rewrite the sentence I've underlined so that it includes two adjectives) otherwise pupils can identify examples of how they've evidenced the success criteria in their own writing. For example, *'Today I used the conjunction **because** to extend my sentences.*



## The Devonshire Hill Nursery and Primary School

### English Teaching and Learning

#### Lower Key Stage 2

### What are the statutory requirements for the teaching and learning of English in LKS2?

An English book belonging to a child in LKS2 must show evidence of the following writing objectives having been taught and revisited in order to consolidate or master them:

**N.B.** All objectives in **bold** are taken from the transcription (spelling and handwriting) dimension of the English curriculum; the others are taken from the composition (articulating ideas and structuring them in speech and writing) dimension of the English curriculum.

1	<b>Spell words which are often misspelt from the Y3-4 list</b>
2	<b>Use the possessive apostrophe accurately with plurals</b>
3	<b>Use a dictionary to check a spelling</b>
4	<b>Use appropriate handwriting joins, including choosing unjoined letters</b>
5	Adopt the features of existing texts to shape own writing
6	Build sentences with varied vocabulary and structures
7	Organise paragraphs around a theme
8	Develop detail of characters, settings and plot in narratives
9	Use simple organisational devices in non-fiction
10	Suggest improvements to grammar and vocabulary
11	Proofread own work for spelling and punctuation errors
12	Read aloud using appropriate intonation, tone and volume
13	Use a range of conjunctions to extend sentences with more than one clause
14	Choose nouns and pronouns for clarity and cohesion
15	Use conjunctions, adverbs and prepositions to express time, cause & place
16	Use fronted adverbials
17	Understand the difference between plural and possessive '-s'
18	Recognise and use standard English verb inflections
19	Use extended noun phrases, including with prepositions

20	Use and punctuate direct speech correctly
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An English book belonging to a child in LKS2 must show evidence of the following reading objectives having been taught and revisited in order to consolidate or master them:

**N.B.** The objectives in **bold** are taken from the word reading dimension of the English curriculum; the others are taken from the reading comprehension (both listening and reading) dimension of the English curriculum

1	<b>Read aloud and understand words based on knowledge of root words, prefixes and suffixes</b>
2	<b>Read further exception words, including those with unusual spelling/sound links</b>
3	Retell some fairy tales or traditional tales orally
4	Identify themes and conventions in a range of books
5	Perform plays and poetry aloud using intonation, tone, volume and action
6	Recognise some different forms of poetry
7	Use dictionaries to check the meanings of words
8	Check that a text makes sense, including explaining the meaning of words in context
9	Identify and summarise the main ideas drawn from more than one paragraph
10	Draw inferences about feelings thoughts and motives
11	Use evidence to justify inferences
12	Discuss words and phrases which capture the reader's interest
13	Identify how language contributes to meaning
14	Identify how structure and presentation contribute to meaning
15	Retrieve and record information from non-fiction texts

For those objectives that do not lend themselves well to producing written evidence (e.g. perform plays and poetry aloud using intonation, tone, volume and action) teachers must build in opportunities for children to be assessed orally in class and photograph the activity (which can be placed into each child's exercise book) as evidence of the objective having been met.

### **How should I cover the English curriculum across the week?**

From September 2015, we will follow a weekly cycle culminating in a piece of extended writing that includes evidence of the vocabulary, grammar and punctuation objectives taught during the week's SPaG sessions and Wednesday's main lesson.

	<b>SPaG Session</b>	<b>Main Lesson</b>
	<b>10:35-11:00</b>	<b>11:00-12:00</b>

<b>Monday</b>	<i>Objectives taken from the two statutory appendices on spelling and vocabulary, grammar and punctuation</i>	Reading – comprehension
<b>Tuesday</b>	<i>Objectives taken from the two statutory appendices on spelling and vocabulary, grammar and punctuation</i>	Writing – transcription
<b>Wednesday</b>	<i>Objectives taken from the two statutory appendices on spelling and vocabulary, grammar and punctuation</i>	Writing – vocabulary, grammar and punctuation
<b>Thursday</b>	<i>Objectives taken from the two statutory appendices on spelling and vocabulary, grammar and punctuation</i>	Writing – composition
<b>Friday</b>	<i>Spelling Test</i>	Writing - composition

In addition to the daily English lesson, teachers should look to incorporate reading and writing exercises into their IPC lessons. For example, carrying out scientific research into the three main rock types and their properties could involve:-

- pupils retrieving information from a nonfiction text about rocks
- a discussion around the understanding of a nonfiction text about rocks, including exploring the meaning of scientific words in context using a dictionary
- pupils summarising ideas drawn from more than one paragraphs, defining each of the three rock types using their own words

These tasks would allow for further revision of a number of reading and writing objectives whilst still meeting the requirements of the science curriculum for LKS2.

### **What does an English lesson look like in LKS2?**

A LKS2 English lesson at The Devonshire Hill Nursery and Primary School is comprised of two parts:

#### **5. SPaG Session [10:35-11:00]**

For the SPaG (spelling, punctuation and grammar) session, children are taught to identify, apply and evaluate concepts set out in the two statutory appendices on spelling and vocabulary, grammar and punctuation.

For example, a session focused on extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although, could involve the following activities:

- Identify – pupils identify the conjunctions in sentences by circling or underlining them
- Apply – pupils select a fitting conjunction to complete a sentence or extend a sentence using a conjunction (e.g. Jackie brings an umbrella to work when...)

- Evaluate – pupils explain what a conjunction is and why it is used with regards to adding detail or an explanation to a sentence (e.g. Which sentence is more descriptive? Why? What do you know from reading the second sentence that you do not know from reading the first one?)

These tasks should follow the format of questions (e.g. tick-box, underline, circle, draw lines to show etc.) set out in summative grammar, punctuation and spelling tests to allow all children to attain well in their [end of key stage assessments](#).

## 6. Main Lesson [11:00-12:00]

viii. Monday – reading comprehension

### **Before Reading**

Select an age-appropriate text – consider what background understanding the pupils would need in order to comprehend the text.

*Say: In pairs, I'd like you to talk about \_\_\_\_\_ for 1-2 minutes and then we'll share some things you've talked about.*

*The title of the extract is \_\_\_\_\_. What could it be about?*

When the pupils feedback direct them to use a talk frame:

I think it will be about **fish** because **the title is 'Gifts from the Sea' and some people think of food as being a special like a present.**

I predict the text will be about **sea shells** as **people collect them on the beach as gifts for their family and friends.**

N.B. You can also show images from (or relating to) the text alongside the title if you think it will help guide pupils' thinking so that they are focused on the topic at hand.

Guide pupils' responses, drawing attention to those which relate to the reading extract. This will support all readers with accessing the text.

### **Reading**

When reading, particularly in LKS2 where children have greater autonomy over what they choose to read and so will often select challenging texts to read alone, the teacher must model the following behaviours to encourage all pupils to be effective 'comprehenders' :

**1. Activate background knowledge relating to the extract** (I remember how I felt when I moved primary school...)

**2. Make predictions / ask questions** (Abby's mum must have a very good reason for wanting to move, seeing as she isn't sympathetic towards Abby's worries... I wonder what that reason is. I predict they're moving because Abby's mum found a good job in a different part of the country.)

**3. Visualise when necessary** (If I close my eyes, I can imagine seeing that ginger cat sitting on top of a pile of cardboard boxes... let's quickly find a picture of a large moving van to remind ourselves of what it might look like)

**4. Identify important words/phrases/ideas** (The extract is called 'All Change' so the word all must mean that everything is changing, because if it's all going to change then everything is going to change)

**5. Monitor meaning during text reading** (Oh, I see, Chloe was Abby's best friend so it hurts her, Abby, to see Chloe laughing with Becky because perhaps that means Chloe isn't going to miss Abby when she moves away)

**6. Detect understanding breakdown and use repair strategies** (I might just re-read that section because I can't work out who Freddie is.... oh, he's not a boy because it writes about his paws, so he must be an animal, a family pet, maybe a dog or a cat)

**7. Make connections and integrate meaning** (Freddie doesn't want to move either because he is looking at Abby sympathetically, which means he understands how she feels, so maybe he feels the same way as her)

**8. Use inference** (suitcases and boxes... this must mean they're moving because people use suitcases and boxes to pack up all their things, their belongings like clothes, toys and furniture)

**9. Summarise** (First.. then.. later.. finally..)

The 'Change the Word' strategy (explained below) is another useful way of getting pupils to listen actively as the teacher or fellow pupils read aloud.

#### Change the Word

As the teacher reads the text aloud, he or she will change words (making fairly obvious changes to start with) every so often, for example:

*She looked down and saw the garden below. She saw the roses, the apple trees and her father **dancing*** (instead of digging, but he or she does not stop reading, they continue on as if nothing happened)

Pupils should notice that things aren't quite right and point out the mistake. Continue this every so often to keep pupils engaged with listening closely and following.

Teachers can make very humorous changes and changes which are very slight to challenge pupils (e.g. using a synonym to support vocabulary development).

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**Find out when a meteor shower is due and arrange to go star spotting with an adult...**

**In this sentence, the word arrange is closest in meaning to...**

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- Identify the key word or words in the question and decide which word(s) you will scan for you might need to consider synonyms as the question might use a different word than that used in the text
- Quickly scan the text, looking from left to right, searching for the key word(s).
- Stop when you have found the word. Are you in the right place to answer the question or do you need to keep scanning?
- Read the sentence – can you answer the question? If not, read the sentences before and after until you find the answer.

Scanning Process Summary

- Key word(s)
- Scan
- Stop (or scan again)
- Read the sentence
- Read around the sentence
- Answer the question

**Self- or peer-assessment**

Along with regular mini-plenaries during the lesson to support pupils (or provide additional challenge using further questioning) the teacher should aim to ensure all answers to reading comprehension questions are marked in class. Good examples of answers can be shown to the class (using the visualiser) and children can have time to amend any erroneous answers to give them the best possible opportunity to be a successful learner.

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There is a spelling list for each of the 36-teaching weeks, covering phonics (e.g. se at the end of words, pronounced /z/), word work (e.g. making adverbs by adding -ly) and words to learn from the national curriculum spelling list for Years 3 and 4.

Once the spelling rule has been taught explicitly, teachers are welcome to devise activities that allow pupils to demonstrate their ability to spell the word correctly, understand its meaning and use it in a sentence. Some example activities include:-

- Constructing sentences to demonstrate understanding of the vocabulary
- Matching an image to the word it represents
- Matching vocabulary to antonyms or synonyms
- Matching vocabulary to dictionary definitions
- Matching vocabulary to sentences where the target vocabulary has been omitted
- Re-ordering words within a sentence (i.e. unscrambling sentences that include the target vocabulary)

The children can then be given the list of spellings to revise at home in time for the weekly spelling test every Friday which is recorded in each child's English exercise book.

ix. Wednesday – vocabulary, grammar and punctuation

j. Vocabulary

k. Grammar

l. Punctuation

Teachers should ensure that any work completed in this lesson will serve to support pupils with the planning, drafting and writing work that will be produced in Thursday's and Friday's lessons. For example, if a child was due to write a diary entry in role as a character, the teacher could plan for the following activities:

m. Vocabulary

The children could learn some adventurous adjectives to describe nouns (e.g. curly – coiled, crimped, frizzy etc.)

n. Grammar

The children could write noun phrases including the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

o. Punctuation

The children could be taught about how apostrophes are used to mark plural possession [for example, the girl's name, the girls' names]

x. Thursday – planning and drafting

For many pupils, planning for writing can be challenging, as they often find it difficult to come up with their own ideas. For that reason, teachers must prepare for planning activities that are accessible for all learners and support every writer with producing a composition that is of a very high standard by the end of the week. In place of standard planning frames such as the story map, teachers could use the following activities to support writers with the planning and drafting processes:

- Choral Reading – the teacher composes (or finds) eight sentences – a short paragraph – and either alone or with help from the children, devises actions for words or phrases (e.g. time – tapping wrist; wife – placing a ring on the ring finger of the left hand etc.). The teacher then leads the class in a choral reading (reading in unison) of the text, using the actions to support children with comprehension and ensure active pupil engagement. Having the actions, along with the reading in unison, helps children to memorise the text – the text that will then form the beginning of their written work. Teachers will find the lower- and middle-attaining pupils note down the exact words learnt whereas the higher-attaining pupils will naturally incorporate additional vocabulary – the point of this exercise is to support children with keeping their written work focused, including the correct verb tense and subject-verb agreement (e.g. My aunt or my uncle are arriving today – My aunt or my uncle **is** arriving today ✓). Teachers will also find that all pupils continue the written work appropriately as having a clear beginning serves to focus their ideas and keep them appropriate to task.

- Dictogloss – the teacher prepares a composition (including the relevant vocabulary, grammar and punctuation objectives taught during the week) that exemplifies part of the extended writing to be completed in Friday’s lesson. Initially, the teacher reads the extract aloud and the children listen. Then the teacher reads again and the children are given the opportunity to note down any words or phrases they wish to use in their own writing. If needed, the teacher can reread one final time for children to take additional notes. The teacher should not display the extract, as it’s important that the children listen actively and taking notes efficiently. Pupils can feedback on the ideas they’ve noted, explaining their choices with reference to language and author’s style.
- Statement sorting – the teacher presents children with a number of statements – some are appropriate; others are inappropriate or partly inappropriate to the task. Pupils have to sort the statements into two groups – appropriate to task and inappropriate to task - giving reasons for their groupings. This activity serves to revise vocabulary learnt, along with demonstrating the importance of choosing words carefully to communicate meaning clearly. For example, ‘The great white shark lives on the coast’ would be deemed inappropriate as the information is unclear, giving the impression that a shark is a land-dweller, and so should instead state that the shark lives in coastal or offshore waters.
- Identifying success criteria – prior to drafting, the teacher displays a piece of modelled writing on the interactive whiteboard that includes evidence of the success criteria (e.g. I can use a colon to introduce a list) and gives pupils a short amount of time to highlight examples of the success criteria in the composition. This can be differentiated accordingly, for example, the lower-attaining pupils might be finding evidence of one success criterion. Pupils can then feedback and discuss the examples found and how they serve to improve the composition.
- Questions – for both fiction and nonfiction writing, the teacher can devise questions which the children answer in note form to structure their written piece and improve the child’s ability to paragraph when writing at length. For example:
  1. *Who’s at the door? What do they tell Amir? How does Amir react?*
    - *the neighbour, Mrs Green, hammers at the door*
    - *breathless, she tells Amir there’s been a car accident involving his mother*
    - *Amir shakes his head in disbelief before running out the house*
  2. *Where does Amir go next? What does he see?*
    - *Amir darts down the road towards flashing lights, sirens blaring*
    - *He sees crowds of anxious passers-by, a plume of smoke, crumpled vehicles... etc.*

N.B. Pupils must be given the opportunity to draft any extended piece of writing, and this draft **must** be marked by the teacher (or higher-level teaching assistant) in relation to the success criteria before Friday's lesson so that each pupil can respond to written and/or verbal feedback in order to improve the quality of their final composition.

xi. Friday – writing, evaluating and editing

In order to support pupils, teachers should plan for shared- or guided writing during Friday's lesson before children write unaided – N.B. Shared writing would work well in Thursday's lesson if pupils are drafting their work; guided writing would work better in Friday's lesson after the pupils' drafts have been marked. These two teaching strategies are outlined below:

### Shared writing

During shared writing, the teacher transcribes the entire text while engaging pupils in a rich discussion about how the text should be composed.

Shared writing is taught in briskly paced, 5-minute slots – with the teacher adding to the composed piece throughout the lesson as necessary. The teacher writes the entire text on the whiteboard (or on paper using the visualiser to display) while requesting input from pupils regarding aspects of the writing where they most need to expand their expertise. The teacher considers, for example, whether his or her pupils need to focus attention on paragraph structure, word choice, or sentence expansion (always linking to the success criteria) and then includes the focus elements in his or her modelled composition.

During the writing, the teacher demonstrates in-the-moment revision as necessary to construct a strong draft. Rereading the text to pupils to discuss what needs to be written next or to monitor whether or not the text conveys information clearly will encourage pupils to do the same when working independently. The teacher can add a word using a caret, for example, or delete unneeded text. The teacher must make it clear that a draft is a working document and so writers are permitted to change ideas or add in details to improve it.

At the end of the shared writing, the teacher reads the completed text to pupils, allowing a few minutes for pupils to orally summarise what has been learnt about writing during this session.

The text can be displayed in an accessible spot in the classroom for pupils to refer to as they then write independently.

### Guided Writing

Guided writing follows on from shared writing, but instead of working at a whole class level, it addresses the specific identified writing development needs for groups of pupils.

Having assessed the children's most recent piece of writing, the teacher groups children with similar needs, and plans and resources for those pupils so that they can progress with their learning. For example, providing one group of pupils with a bank of adverbs and example sentences which could be used in the extended writing, or sitting with a group of children to discuss syntax and model improving

sentence construction (e.g. *I have looked at your writing and today I want to show you how you can make your writing more interesting to the reader, by changing the word order of some of your sentences. I'll begin with this sentence from Aaliyah's work...*).

Once the writing focus for the group has been divulged and modelled, the pupils can begin writing with the teacher providing immediate and frequent individual guidance, assisting individual students in anticipation of needed reminders or assistance (e.g. *Remember, we can use the adverb as a sentence opener, following it with a comma, or we can put it before or after the verb in the sentence... George, start the next sentence with the adverb hurriedly, it's a more descriptive way of saying quickly and it shows the reader that the character is late for school.*). In short, the teacher monitors pupils while they write and "leans in" in order to prompt and guide their thinking.

Teachers should include brief, frequent mini-plenaries to share children's writing and highlight examples of children successfully evidencing their specific identified writing development need, thus encouraging other children to learn from their peers and amend their composition accordingly.

### **Self- or peer-assessment**

As pupils often feel they cannot let go of their original words, and so find it difficult to edit and improve their own writing unaided, peer-assessment is preferable over self-assessment at the end of an extended writing session.

Peer-assessment refers to the many ways in which pupils can share their creative work with peers for constructive feedback and then use this feedback to revise and improve their work.

In Years 3 and 4, pupils may have had some experience using peer-assessment, but they will still require the teacher and/or HLTA to model the process explicitly before pupils are set off in pairs to work together to assess the quality of a piece of writing.

The steps below are a good starting point for peer-assessment and can be adapted to be more focused (e.g. pupils simply listing adventurous adjectives their partner used) depending on the needs of learners and the time available.

There are three steps to effective peer-assessment:

1. Compliment the writer

- What are a few things that you liked about the author's writing?

2. Make specific suggestions regarding the author's:-

- word choices
- organisation (e.g. paragraphing, subheadings, pictures)
- sentence construction (e.g. short sentences to increase pace, extended sentences to add details etc.)

3. With permission from the author, mark corrections on the writing piece:

- Look for spelling, grammar, and punctuation mistakes.

Self-assessment can take the form of pupils responding to the teacher's marking (e.g. I want you to rewrite the sentence I've underlined so that the noun is plural not singular.) otherwise pupils can identify examples of how they've evidenced the success criteria in their own writing. For example, *'Today I was successful because I used the conjunctions when, if and although to add detail to my sentences.'*

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**The Devonshire Hill Nursery and Primary School**

**English Teaching and Learning**

**Upper Key Stage 2**

**What are the statutory requirements for the teaching and learning of English in UKS2?**

An English book belonging to a child in UKS2 must show evidence of the following writing objectives having been taught and revisited in order to consolidate or master them:

**N.B.** All objectives in **bold** are taken from the transcription (spelling and handwriting) dimension of the English curriculum; the others are taken from the composition (articulating ideas and structuring them in speech and writing) dimension of the English curriculum.

- 
- |           |  |
|-----------|--|
| <b>48</b> | <b>Spell some words with silent letters</b>                                      |
| <b>49</b> | <b>Recognise and use spellings for homophones and other often-confused words</b> |
| <b>50</b> | <b>Use a dictionary to check spelling and meaning</b>                            |
| <b>51</b> | Identify the audience and purpose before writing, and adapt accordingly          |
| <b>52</b> | Select appropriate grammar and vocabulary to change or enhance meaning           |
| <b>53</b> | Develop setting, atmosphere and character, including through dialogue            |
| <b>54</b> | Précis longer passages   |
| <b>55</b> | Use a range of cohesive devices  |
| <b>56</b> | Use advanced organisational and presentational devices                           |
| <b>57</b> | Use the correct tense consistently throughout a piece of writing                 |
| <b>58</b> | Ensure correct subject and verb agreement  |
| <b>59</b> | Perform compositions using appropriate intonation, volume and movement           |
| <b>60</b> | Use a thesaurus  |
| <b>61</b> | Use expanded noun phrases to convey complicated information concisely            |
| <b>62</b> | Use modal verbs or adverbs to indicate degrees of possibility                    |
| <b>63</b> | Use relative clauses   |
| <b>64</b> | Convert nouns or adjectives into verbs   |
| <b>65</b> | Use adverbials of time, place and number for cohesion                            |
| <b>66</b> | Recognise vocabulary and structures that are appropriate for formal use          |
| <b>67</b> | Use passive verbs to affect the presentation of information                      |
| <b>68</b> | Use the perfect form of verbs to mark relationships of time and cause            |
| <b>69</b> | Recognise difference in informal and formal language                             |
| <b>70</b> | Use grammatical connections and adverbials for cohesion                          |
| <b>71</b> | Use ellipsis   |
| <b>72</b> | Use commas to clarify meaning or avoid ambiguity                                 |
| <b>73</b> | Use brackets, dashes and commas to indicate parenthesis                          |
| <b>74</b> | Use hyphens to avoid ambiguity   |
| <b>75</b> | Use semi-colons, colons and dashes between independent clauses                   |
| <b>76</b> | Use a colon to introduce a list  |
| <b>77</b> | Punctuate bullet points consistently   |
-

An English book belonging to a child in UKS2 must show evidence of the following reading objectives having been taught and revisited in order to consolidate or master them:

**N.B.** The objective in **bold** is taken from the word reading dimension of the English curriculum; the others are taken from the reading comprehension (both listening and reading) dimension of the English curriculum

<b>45</b>	<b>Use knowledge of morphology and etymology to read aloud and understand new words</b>
46	Make comparisons within and across books
47	Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions
48	Identify and discuss themes and conventions across a wide range of writing
49	Discuss understanding of texts, including exploring meaning of words in context
50	Ask questions to improve understanding of texts
51	Summarise ideas drawn from more than one paragraphs, identifying key details
52	Predict future events from details stated and implied
53	Identify how language, structure and presentation contribute to meaning
54	Discuss how authors use language, including figurative language, to affect the reader
55	Make book recommendations, giving reasons for choices
56	Participate in discussions about books, building on and challenging ideas
57	Explain and discuss understanding of reading
58	Participate in formal presentations and debates about reading
59	Provide reasoned justifications for views

For those objectives that do not lend themselves well to producing written evidence (e.g. participate in discussions about books, building on and challenging ideas) teachers must build in opportunities for children to be assessed orally in class and photograph the activity (which can be placed into each child's exercise book) as evidence of the objective having been met.

### **How should I cover the English curriculum across the week?**

From September 2015, we will follow a weekly cycle culminating in a piece of extended writing that includes evidence of the vocabulary, grammar and punctuation objectives taught during the week's SPaG sessions and Wednesday's main lesson.

	<b>SPaG Session</b>	<b>Main Lesson</b>
	<b>10:35-11:05</b>	<b>11:05-12:15</b>
<b>Monday</b>	<i>Objectives taken from the two statutory appendices on spelling and vocabulary, grammar and punctuation</i>	Reading – comprehension
<b>Tuesday</b>	<i>Objectives taken from the two statutory appendices on spelling and vocabulary, grammar and punctuation</i>	Writing – transcription
<b>Wednesday</b>	<i>Objectives taken from the two statutory appendices on spelling and</i>	Writing – vocabulary, grammar and punctuation

	<i>vocabulary, grammar and punctuation</i>	
<b>Thursday</b>	<i>Objectives taken from the two statutory appendices on spelling and vocabulary, grammar and punctuation</i>	Writing – composition
<b>Friday</b>	<i>Spelling Test</i>	Writing - composition

In addition to the daily English lesson, teachers should look to incorporate reading and writing exercises into their IPC lessons. For example, carrying out scientific research into the life process of reproduction in some plants and animals could involve:-

- pupils noting down questions they want to find the answers for in order to improve their understanding
- a discussion around the understanding of a nonfiction text, including exploring the meaning of scientific words in context
- pupils summarising ideas drawn from more than one paragraphs, identifying key details perhaps using bullet points and sub-headings.

These tasks would allow for further revision of a number of reading and writing objectives whilst still meeting the requirements of the science curriculum for UKS2.

### **What does an English lesson look like in UKS2?**

An UKS2 English lesson at The Devonshire Hill Nursery and Primary School is comprised of two parts:

#### **7. SPaG Session** [10:35-11:05]

For the SPaG (spelling, punctuation and grammar) session, children are taught to identify, apply and evaluate concepts set out in the two statutory appendices on spelling and vocabulary, grammar and punctuation.

For example, a session focused on using brackets for parenthesis may include the following tasks:

- Identify – pupils determine which sentences use brackets for parenthesis correctly via a tick-box activity
- Apply – pupils add brackets to separate additional detail from a sentence or generate their own parenthesis to be written into a sentence and separated using brackets
- Evaluate – pupils explain how brackets are placed and why they are useful with regards to supporting the reader

These tasks should follow the format of questions (e.g. tick-box, underline, circle, draw lines to show etc.) set out in summative grammar, punctuation and spelling tests to allow all children to attain well in their [end of key stage assessments](#).

## 8. Main Lesson [11:05-12:15]

### xii. Monday – reading comprehension

#### **Before Reading**

Using an age-appropriate text, discuss the title and the predictions the pupils can make from it about the subject and purpose as a class. Then either in groups, pairs or individually, ask the pupils to make predictions based on any presentational devices (e.g. subheadings, images). When the pupils feedback direct them to use a talk frame:

I predict the subject of this text will be **sports** because **there's a labelled diagram of a running shoe**.

I predict the purpose/viewpoint of the writer will be **to inform/tell/educate the reader about keeping healthy** because **there is a subheading that reads 'The benefits of exercise'**.

N.B. You can use ICT to pixelate or cover the main body of text so that the children learn to use the presentational devices (e.g. coloured font, quotations from experts, photos etc.) to get an insight into the subject, purpose, audience and text type.

If the teacher wishes to practise **skimming** as good preparation for the end of key stage two reading assessment, he or she may choose to prepare the following activity:

1. Teacher selects a text which is 2-3 sides of A4 and includes some images and sub headings.
2. Pupils are told that they will only have 1 minute to read a text and understand its gist.

They must read quickly and then report back their impressions on:

- a. SPAT: Subject (i.e. topic), Purpose (i.e. what's it trying to do?), Audience (i.e. who's it for?), Text Type (narrative, explanation etc.)
- b. Structure: summary of how it begins, the middle and the end
- c. Viewpoint and intended effect on the reader (e.g. It's a negative report on tourism as it...)

3. Teacher elicits from pupils the best strategies for quickly reading a text to grasp its meaning:

- a. consider the overall presentation first, e.g. title/ images/ sub-headings
- b. read the topic sentences (the first sentence from each paragraph/ section)
- c. read the final paragraph/ section

4. Pupils are given approx. 1 minute (or however is needed to quickly get the gist- it will depend on length and complexity of the text).

5. Pupils are allowed 2 minutes to discuss answers to 2a/2b/2c above as a group (no writing)

6. Teacher takes feedback focusing on both the gist of the text and the strategies pupils used to skim. They should aim to develop their skimming strategies and speed over the course of the year.
7. This activity should be repeated routinely with pupils being challenged to get faster and to skim longer texts. The aim is to get them to see how quick and easy it is to have an overall understanding of a long text if you know the skimming strategies - it will also support them with the scanning process when answering questions.

## Reading

If necessary, in order to help the children access the text, the teacher may choose to give the children some background information about the extract prior to reading the text. The text can be read aloud to the class by the teacher using the 'Change the Word' and 'Question Loop' strategies to engage pupils as well as focus them on comprehending the text.

### Change the Word

As the teacher reads the text aloud, he or she will change words (making fairly obvious changes to start with) every so often, for example:  
*On Christmas morning, 1966, Donald Campbell looked out over the clear, shiny surface of Lake Coniston. As he breathed in the icy air, he knew that this was the perfect day for a **cake-eating attempt** (instead of record-breaking attempt, but he or she does not stop reading, they continue on as if nothing happened)*

Pupils should notice that things aren't quite right and point out the mistake. Continue this every so often to keep pupils engaged with listening closely and following.

Teachers can make very humorous changes and changes which are very slight to challenge pupils (e.g. using a synonym to support vocabulary development).

When they become familiar with the process, pupils can take over: they read aloud, make a change and the first person to point out the change then takes over the reading. It will be very obvious that they are about to change a word to start with, as they will stop to think of something; challenge them to try and continue without a pause.

### Question Loop

1. Teacher writes up 'who/ what/ where/ why/ when/ how/' on the whiteboard.
2. Chosen text is read as a class with either the teacher reading aloud or pupils taking turns to read.
3. Once the text has been read, pupils can be given 2 minutes to produce 2-3 questions using the who/ what/ why words etc

4. Teacher selects a pupil to read out the question they most want to know the answer to. At this point, either nominate someone to answer the question (formative assessment) or the pupil can nominate someone.
5. If the pupil can answer the question correctly, they then ask their question and nominate a new pupil, and so on until you feel everyone understands the text and it is time to move on.
6. The teacher should reaffirm the strategy that pupils have used to unlock the text (i.e. setting themselves 'wh' and how questions to 'unlock' the text) and explain to them that they can use this strategy for themselves, e.g. to focus their second reading of a text during a test. Note that they should do this mentally, as they read, rather than using up valuable time writing the questions.

## Questions

Questions devised by teachers (or found in educational textbooks or via [testbase](#)) must meet the requirements of the national curriculum. The majority of questions will involve pupils having to retrieve and record information from fiction and non-fiction, along with making inferences from the text and justifying these using evidence. However, there are other objectives in the reading dimension of the curriculum that need to be assessed regularly:

- Vocabulary in context should be explicitly assessed. Pupils will need to identify or provide their own synonyms for specific words within the texts.

**At the start of the story, the men entered the forest...**

     quickly      fearfully      noisily

**Find out when a meteor shower is due and arrange to go star spotting with an adult...**

**In this sentence, the word arrange is closest in meaning to...**

set out.

meet.

pack up.

plan. ✓

- Pupils will need to demonstrate an understanding of texts by predicting what might happen next. Prediction questions will mainly be limited to fiction, or where information, plot or character development allows. Answers will need to be text based. Pupils will need to refer to key elements of plot, character or information.

**Q Based on what you have read, what does the last paragraph suggest might happen to the explorers next?**

- There ought to be questions where pupils need to demonstrate an understanding of the differences between fact and opinion. These will mainly be associated with non-fiction texts.

**Put a tick in the correct box to show whether each of the following statements are fact or opinion.**

- Comparison is now an explicit area of the national curriculum. Pupils will need to compare information, characters or events *within* a text.

**Look at the paragraph beginning: Many National Parks around the world...**

**Give one thing that is different about the National Parks in England compared with those in the rest of the world.**

- Summary is also a new expectation of the national curriculum. Summary questions will usually be closed questions. Pupils will need to order events from fiction or non-fiction texts, or select the most appropriate summary from a given list.

**Q What is the main message of the poem?**

People can learn a lot from holding small creatures.

People should think about how their actions affect others. ✓

People are much bigger than frogs and snails.

People should overcome their fear of nature.

N.B. Teachers must ensure they are providing a range of reading comprehension questions so that children's reading ability can be assessed accurately by looking at the work in exercise books.

### Scanning

As the majority of questions in any summative reading test involve fact-retrieval, it is vital that teachers explicitly teach their pupils how to scan the text to find the answer. The process of scanning is outlined below:

- Identify the key word or words in the question and decide which word(s) you will scan for you might need to consider synonyms as the question might use a different word than that used in the text
- Quickly scan the text, looking from left to right, searching for the key word(s).
- Stop when you have found the word. Are you in the right place to answer the question or do you need to keep scanning?
- Read the sentence – can you answer the question? If not, read the sentences before and after until you find the answer.

## Scanning Process Summary

- Key word(s)
- Scan
- Stop (or scan again)
- Read the sentence
- Read around the sentence
- Answer the question

### **Self- or peer-assessment**

Along with regular mini-plenaries during the lesson to support pupils (or provide additional challenge using further questioning) the teacher should aim to ensure all answers to reading comprehension questions are marked in class. Good examples of answers can be shown to the class (using the visualiser) and children can have time to amend any answers to give them the best possible opportunity to be a successful learner.

Tuesday – handwriting and spelling

#### **g. Handwriting**

At The Devonshire Hill Nursery and Primary School, we use the Nelson Handwriting Scheme and the books for these can be found in classrooms. The Teacher's Book gives guidance on direct teaching, and the Interactive Teaching Software gives animated demonstrations of each letter and join.

The Teacher's Book also gives useful guidance about left-handed pupils and their specific needs in terms of grip, posture and paper alignment.

#### **h. Spelling**

For the explicit teaching of spelling, teachers must follow The Devonshire Hill Nursery and Primary Spelling Scheme for their year group that allows for excellent coverage of the objectives set out in the spelling appendix of the English curriculum.

There is a spelling list for each of the 36-teaching weeks, covering phonics (e.g. soft c and g sound mixed spellings), word work (e.g. making nouns from verbs by adding –ance) and words to learn from the national curriculum spelling list.

Once the spelling rule has been taught explicitly, teachers are welcome to devise activities that allow pupils to demonstrate their ability to spell the word correctly, understand its meaning and use it in a sentence. Some example activities include:-

- Constructing sentences to demonstrate understanding of the vocabulary
- Matching an image to the word it represents

- Matching vocabulary to antonyms or synonyms
- Matching vocabulary to dictionary definitions
- Matching vocabulary to sentences where the target vocabulary has been omitted
- Re-ordering words within a sentence (i.e. unscrambling sentences that include the target vocabulary)

The children can then be given the list of spellings to revise at home in time for the weekly spelling test every Friday which is recorded in each child's English exercise book.

xiii. Wednesday – vocabulary, grammar and punctuation

- p. Vocabulary
- q. Grammar
- r. Punctuation

Teachers should ensure that any work completed in this lesson will serve to support pupils with the planning, drafting and writing work that will be produced in Thursday's and Friday's lessons. For example, if a child was due to write a non-chronological report about sharks, the teacher could plan for the following activities:

s. Vocabulary

The children could learn how words are related by meaning as synonyms and antonyms [for example, big, large, little] and rewrite sentences using appropriate synonyms or antonyms as appropriate.

t. Grammar

The children could write expanded noun phrases to convey complicated information concisely [for example, The shark eats fish → The great white shark in coastal waters preys on an assortment of fish, including tuna, rays and other sharks.]

u. Punctuation

The children could be taught how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark]

xiv. Thursday – planning and drafting

For many pupils, planning for writing can be challenging, as they often find it difficult to come up with their own ideas. For that reason, teachers must prepare for planning activities that are accessible for all learners and support every writer with producing a composition that is of a very high standard by the end of the week. In place of standard planning frames such as the story map, teachers could use the following activities to support writers with the planning and drafting processes:

- Dictogloss – the teacher prepares a composition (including the relevant vocabulary, grammar and punctuation objectives taught during the week) that exemplifies part of the extended writing to be completed in Friday's

lesson. Initially, the teacher reads the extract aloud and the children listen. Then the teacher reads again and the children are given the opportunity to note down any words or phrases they wish to use in their own writing. If needed, the teacher can reread one final time for children to take additional notes. The teacher should not display the extract, as it's important that the children listen actively and taking notes efficiently. Pupils can feedback on the ideas they've noted, explaining their choices with reference to language and author's style.

- Statement sorting – the teacher presents children with a number of statements – some are appropriate; others are inappropriate or partly inappropriate to the task. Pupils have to sort the statements into two groups – appropriate to task and inappropriate to task - giving reasons for their groupings. This activity serves to revise vocabulary learnt, along with demonstrating the importance of choosing words carefully to communicate meaning clearly. For example, 'The great white shark lives on the coast' would be deemed inappropriate as the information is unclear, giving the impression that a shark is a land-dweller, and so should instead state that the shark lives in coastal or offshore waters.
- Identifying success criteria – prior to drafting, the teacher displays a piece of modelled writing on the interactive whiteboard that includes evidence of the success criteria (e.g. I can use a colon to introduce a list) and gives pupils a short amount of time to highlight examples of the success criteria in the composition. This can be differentiated accordingly, for example, the lower-attaining pupils might be finding evidence of one success criterion. Pupils can then feedback and discuss the examples found and how they serve to improve the composition.
- Questions – for both fiction and nonfiction writing, the teacher can devise questions which the children answer in note form to structure their written piece and improve the child's ability to paragraph when writing at length. For example:
  1. *Who's at the door? What do they tell Amir? How does Amir react?*
    - *the neighbour, Mrs Green, hammers at the door*
    - *breathless, she tells Amir there's been a car accident involving his mother*
    - *Amir shakes his head in disbelief before running out the house*
  2. *Where does Amir go next? What does he see?*
    - *Amir darts down the road towards flashing lights, sirens blaring*
    - *He sees crowds of anxious passers-by, a plume of smoke, crumpled vehicles... etc.*

N.B. Pupils must be given the opportunity to draft any extended piece of writing, and this draft **must** be marked by the teacher (or higher-level teaching assistant) in relation to the success criteria before Friday's lesson so that each pupil can respond to written and/or verbal feedback in order to improve the quality of their final composition.

xv. Friday – writing, evaluating and editing

In order to support pupils, teachers should plan for shared- or guided writing during Friday's lesson before children write unaided – N.B. Shared writing would work well in Thursday's lesson if pupils are drafting their work; guided writing would work better in Friday's lesson after the pupils' drafts have been marked. These two teaching strategies are outlined below:

Shared writing

During shared writing, the teacher transcribes the entire text while engaging pupils in a rich discussion about how the text should be composed.

Shared writing is taught in briskly paced, 5-minute slots – with the teacher adding to the composed piece throughout the lesson as necessary. The teacher writes the entire text on the whiteboard (or on paper using the visualiser to display) while requesting input from pupils regarding aspects of the writing where they most need to expand their expertise. The teacher considers, for example, whether his or her pupils need to focus attention on paragraph structure, word choice, or sentence expansion (always linking to the success criteria) and then includes the focus elements in his or her modelled composition.

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At the end of the shared writing, the teacher reads the completed text to pupils, allowing a few minutes for pupils to orally summarise what has been learnt about writing during this session.

The text can be displayed in an accessible spot in the classroom for pupils to refer to as they then write independently.

Guided Writing

Guided writing follows on from shared writing, but instead of working at a whole class level, it addresses the specific identified writing development needs for groups of pupils.

Having assessed the children's most recent piece of writing, the teacher groups children with similar needs, and plans and resources for those pupils so that they can progress with their learning. For example, providing one group of pupils with a bank of adverbs and example sentences which could be used in the extended writing, or sitting with a group of children to discuss syntax and model improving sentence construction (e.g. *I have looked at your writing and today I want to show you how you can make your writing more interesting to the reader, by changing the word order of some of your sentences. I'll begin with this sentence from Aaliyah's work...*).

Once the writing focus for the group has been divulged and modelled, the pupils can begin writing with the teacher providing immediate and frequent individual guidance, assisting individual students in anticipation of needed reminders or assistance (e.g. *Remember, we can use the adverb as a sentence opener, following it with a comma, or we can put it before or after the verb in the sentence... George, start the next sentence with the adverb hurriedly, it's a more descriptive way of saying quickly and it shows the reader that the character is late for school.*). In short, the teacher monitors pupils while they write and "leans in" in order to prompt and guide their thinking.

Teachers should include brief, frequent mini-plenaries to share children's writing and highlight examples of children successfully evidencing their specific identified writing development need, thus encouraging other children to learn from their peers and amend their composition accordingly.

### **Self- or peer-assessment**

As pupils often feel they cannot let go of their original words, and so find it difficult to edit and improve their own writing unaided, peer-assessment is preferable over self-assessment at the end of an extended writing session.

Peer-assessment refers to the many ways in which pupils can share their creative work with peers for constructive feedback and then use this feedback to revise and improve their work.

By the time children reach Years 5 and 6, they should be able to participate successfully in peer-assessment. Nevertheless, it is the responsibility of the teacher to ensure children are paired appropriately and children who may find the process challenging receive support from the teacher or an HLTA so that the activity promotes progress rather than hinders it.

The steps below are a good starting point for peer-assessment and can be adapted to be more focused (e.g. pupils simply assess sentence length, looking for good use of conjunctions to create subordinate clauses) depending on the needs of learners and the time available.

There are three steps to effective peer-assessment:

1. Compliment the writer

- What are a few things that you liked about the author's writing?

2. Make specific suggestions regarding the author's:-

- word choices
- organisation (e.g. paragraphing, subheadings, pictures)
- sentence construction (e.g. short sentences to increase pace, extended sentences to add details etc.)

3. With permission from the author, mark corrections on the writing piece:

- Look for spelling, grammar, and punctuation mistakes.

Self-assessment can take the form of pupils responding to the teacher's marking (e.g. I want you to rewrite the sentence I've underlined so that it includes two adverbs – one at the start and one before or after the verb 'looked'.) otherwise pupils can identify examples of how they've evidenced the success criteria in their own writing. For example, *'Today I used the conjunctions because, if and when to extend my sentences and I remembered to use commas to separate clauses which I forgot to do the last time I wrote a story.'*