

# English at Hungerford School



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## Guided Reading

Guided reading comes in two forms at Hungerford:

1. During Read Write Inc. lessons many guided reading skills are taught and put into practice.
2. Discrete guided reading lessons, where children use a wide variety of rich texts. They share opinions, answer questions, make predictions about them etc.

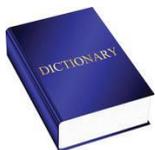
## Non-Read Write Inc.

In **KS1** we teach guided reading in groups. The group, with an adult, focuses on one of the reading roles (listed below). At the end of their focus session, they put the relevant reading role sticker (with a date) in the reading record that they take home. The books used with an adult should be chosen to meet the children where they are in their learning, but also expose them to a variety of cultures, and styles. Work completed with the adult should be kept in a guided reading book/folder for evidencing purposes.

The groups not working with an adult will be completing independent reading tasks or reading their books independently: promoting a love of reading and reading for pleasure. Children can be guided to choose a range of styles of book to find out what types of book they enjoy (this is designed to develop a love of reading at an early age and encourage children to explore what types of books they enjoy).

In KS1 we focus on the following:

Reading Roles – Areas of Content Domain (KS1)



### Translator

*The translator knows and can explain what individual words in a text mean.*

Focus: vocabulary

(1a) draw on knowledge of vocabulary to understand texts



### Reporter

*The reporter finds the main facts and features in a text and writes them down.*

Focus: retrieving

(1b) identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information



### Editor

*The editor finds only the most important information in a text.*

Focus: summarising

(1c) summarise main ideas from more than one paragraph



### Detective

*The detective works things out (makes conclusions) based on clues in a text.*

Focus: inferring

(1d) make inferences from the text



### Weather Forecaster

*The weather forecaster uses information from a text to say what will happen next.*

Focus: predicting

(1e) predict what might happen on the basis of what has been read so far

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## Read Write Inc.

Children are assessed and grouped half termly according to their stage in phonic learning. Read Write inc. (RWI) is designed to be an EYFS and KS1 program, and in the future Hungerford plan to use it as such. Currently, due to current phonics levels, it is used in EYFS, KS1 and KS2.

In their RWI group: children learn a focus sound; how to decode words by segmenting and blending; a variety of reading skills such as retrieval and inferring; and writing skills including spelling, grammar skills (taught in the context of a phonically decodable book) and writing a variety of genres. These books are also re-read several terms to enable children to develop their fluency and to move from 'mindful' to 'mindless'.

Each Friday the children take home a paper copy of the phonically decodable book they have been learning in their groups to practice and re-read at home.

## Independent reading KS1

In addition to their RWI books the children take home a book from the classroom or from the library to further support their love of reading and their exploration of different genres.

In KS1 the children will be introduced to the Hungerford Reading Map (working title) to help guide them through significant texts, a variety of genres and a range of authors (see Hungerford Reading Map section for more details).

## Home school records

In EYFS Children are encouraged to read at home with an adult each night. The adult is expected to comment in the child's reading record each time they read with the child. Books will be changed weekly.

In KS1, after guided reading, teachers put a sticker into the reading record to indicate the date, domain, and if needed a short comment about the child.

It is expected that parents read with their children every night, and sign the reading record each night to indicate this.

## Guided reading in KS2

In KS2 we teach whole class reading three times each week.

We apply the following model:

**Session one:** share a text

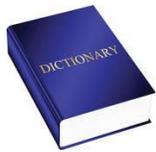
**Session two:** teach a skill and share oral responses,

**Session three:** recap skill, and written responses.

For clarification and for activity and question ideas use '*Guide to Teaching Reading Comprehension*' (appendix 2) in the back of this folder and at the following website: <https://www.onceuponapicture.co.uk/reading-comprehension/>

Written responses should be kept in a reading folder.

We focus on the following reading domains:



### Translator

*The translator knows and can explain what individual words in a text mean.*

Focus: vocabulary

(2a) give/explain the meaning of words in context



### Reporter

*The reporter finds the main facts in a text and writes them down.*

Focus: retrieving

(2b) retrieve and record information/identify key details from fiction and non-fiction



### Editor

*The editor finds only the most important information in a text.*

Focus: summarising

(2c) summarise main ideas from more than one paragraph



### Detective

*The detective works things out (makes conclusions) based on clues in a text.*

Focus: inferring

(2d) make inferences from the text/explain and justify inferences with evidence from the text



### Weather Forecaster

*The weather forecaster uses information from a text to say what will happen next. The weather forecaster uses information from the reporter and the detective.*

Focus: predicting

(2e) predict what might happen from details stated and implied



### Author

*The author explains why language and structural choices are made.*

Focus: explaining language and structure choices

(2f) identify/explain how information/narrative content is related and contributes to meaning as a whole



### Interpreter

*The interpreter understands and can explain the meaning of words which have been put together to make phrases, sentences and paragraphs.*

Focus: authorial intent

(2g) identify/explain how meaning is enhanced through choice of words and phrases



### Librarian

*The librarian thinks about all the information in the text and finds similarities and differences.*

Focus: comparing

(2h) make comparisons within the text

*With thanks to: Herts for Learning for the focus of each cognitive domain*

Teachers should use a range of materials for guided reading texts: visual literacy (Literacy Shed, Once Upon a Picture etc.), chapters from books relevant to their topic, poems, and newspapers/other non-fiction texts.

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## Reading interventions

Reading interventions generally take the form of booster groups directly before or after the school day.

These are small groups sharing a text in a single session.

For example – using a guided reading book and teacher guide to help you form questions.

Alternatively reading interventions could focus on comprehension questions, using a short text and questions focusing on a key skill – only focus on one domain (inference, retrieval etc.) at a time. Teachers and booster teachers need to communicate to identify which domain to teach to provide the opportunity to consolidate or pre-teach the domain the class have been working on.

Recorded responses should be kept in the child's reading folder.

## Independent reading KS2

In KS2 children should be encouraged to (if not already) become more independent consumers of literature, exploring a range of texts and learning what they like.

In Year 3 this will involve a transition where the teacher and support staff guide children towards books they think would be appropriate. As time goes on, children become more able to choose their own book from the library or from the book corner – which they both take home and read for pleasure in the classroom.

## Reading records

In KS2 it is expected that parents read with their children every night, and sign the child's book mark at least weekly to indicate this.

Children put book marks on their table at an assigned point in the day (soft start/after lunch) and teachers can identify who is reading at home. If you notice 2-3 weeks without a signature, arrange a time to talk to parents.

## Storytime (dreamtime etc)

Children read to daily by an adult are more likely to become daily independent readers (Nielson's Understanding the Children's Book Consumer, 2017 - <https://www.egmont.co.uk/wp-content/uploads/2018/04/Creating-Readers-for-the-Future.pdf>), we should provide our children with that opportunity. Therefore, for the last 30 minutes of each day children should be read to by an adult. This time must be protected in the timetable.

Teachers will be reading role models, sharing their reading experiences and modelling their story telling voices. The books chosen for story time should be chosen based on a number of factors:

- 1) Children's preferences- author/ genre popular with the class. Widen these experiences by developing reading within these topic veins.
- 2) To build on the topic i.e. if you were teaching Ancient Greeks, with English lessons focusing on Greek myths, your class reader may be Who Let the Gods Out.
- 3) Child, staff and other expert reading recommendations including:
  - <https://www.babcockldp.co.uk/improving-schools-settings/english/texts-that-teach>
  - <https://english.hias.hants.gov.uk/course/index.php?categoryid=239>

During story time the purpose is not to ask domain based questions, but to promote reading to the children. Allow them to enjoy the story and promote general book discussion if you deem it appropriate.

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## Hungerford Reading Map (working title)

The purpose of the map is to motivate children to explore a range of texts and authors, discover which genres they enjoy most and find books that cross over between genres.

The staff have created a list of incredible books that they believe all children should try and read by the time they leave primary school. These have been split into genres, and are collated in a 'transport map'. All the books (library and book corner books) are assigned to a genre.

Children receive a stamp/sticker/signature in their reading passport each time they complete a book and they check off on their tube map the 'map specific' books they have read.

## Spelling

In EYFS and Year 1 children learn spellings through their phonics lesson and from 'Ditty' group upwards spelling forms part of the speed sound lesson.

From Year 2 onwards we use Babcock – No Nonsense Spelling.

Each child will need a spelling journal (this journal will remain unmarked): to practice spellings and strategies, to form their personal spelling lists, and to use as a 'have a go sheet' when writing.

No Nonsense Spelling (NNS) provides you with lessons and resources for spelling. Two or three times a week your 'Lesson Starter' session will be from the NNS scheme allowing you to specifically teach the skills, rules, and patterns that your class will be learning for homework.

Spellings will be tested fortnightly, and scores tracked by the class teacher.

Spelling homework works on a two week cycle:

### Week One

Introduce the new rule or pattern in class and set investigative homework that the children complete to improve their understanding of the rule or pattern.

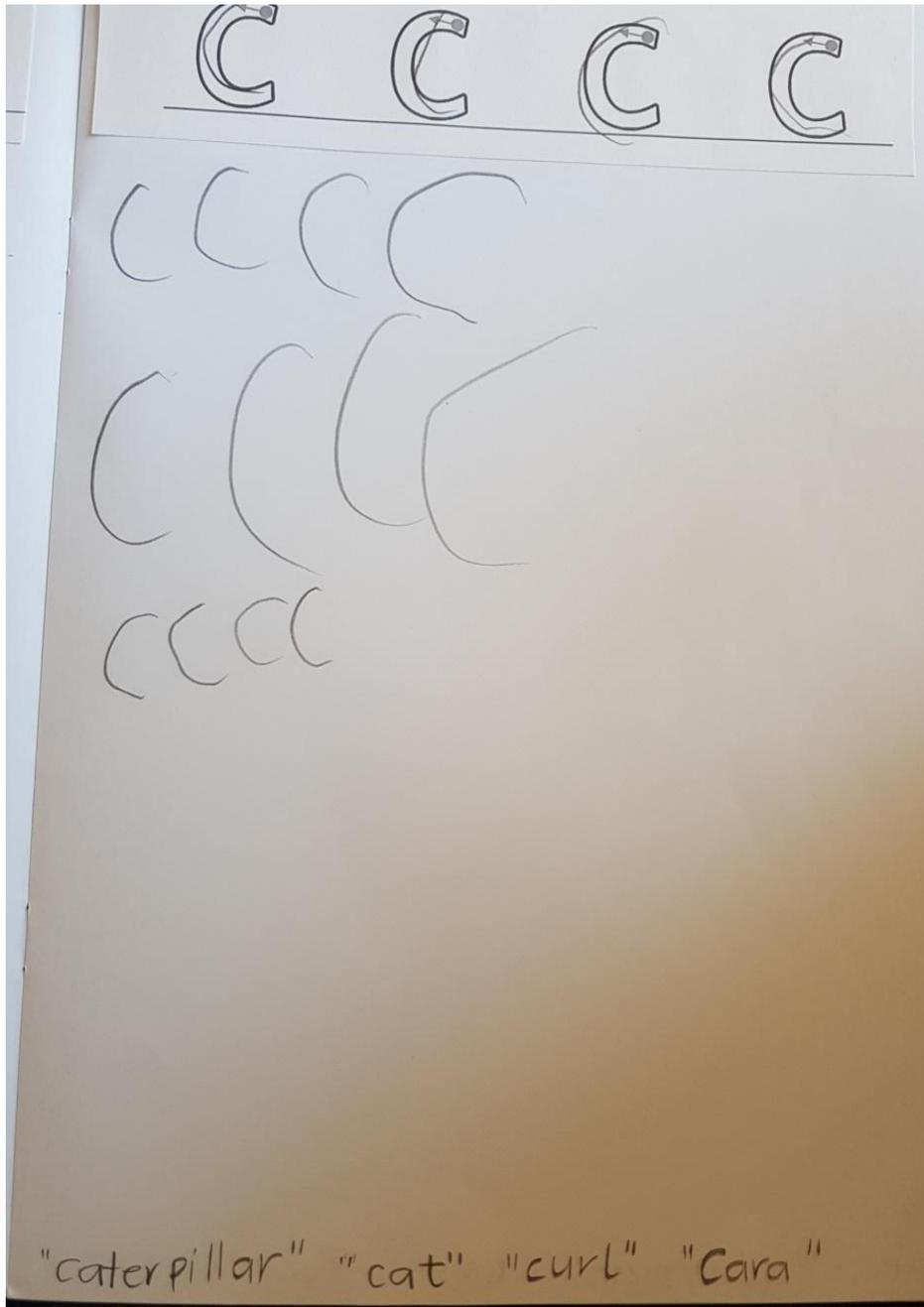
### Week Two

Learn a list of spellings. Children are given a list of spellings to learn (from NNS), which will be tested in the classroom once the homework is handed in.

## Writing

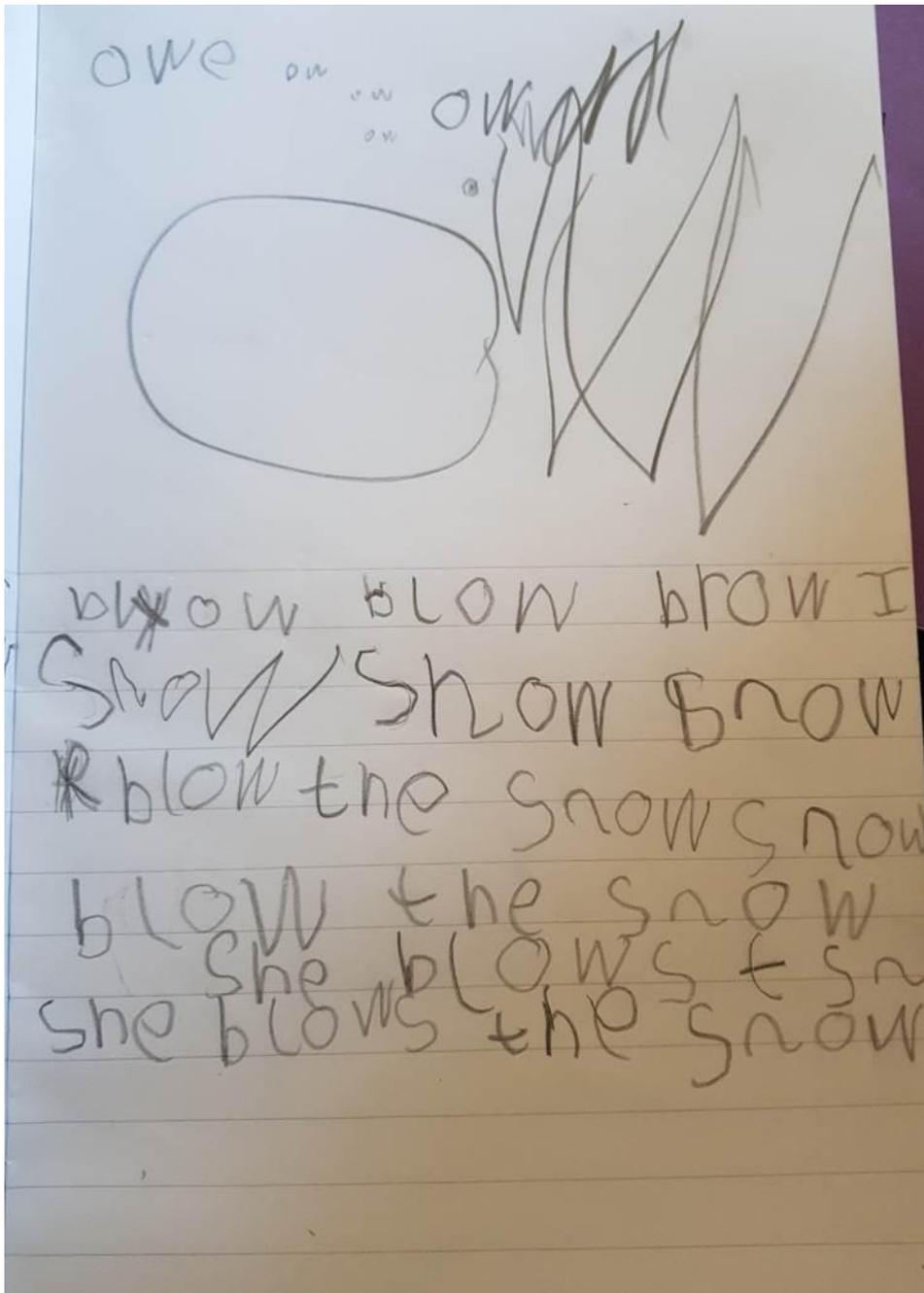
### Nursery

From spring one onwards, the children learn a sound per week (using Read Write inc.) in phonics sessions, and in writing they practice forming that sound freely on a page. They make connections with words they know using that sound, which the teacher will write on the bottom of their page. Children practice by: 'air writing'; FRED games; and free writing in the indoor and outdoor spaces, using a variety of media.



Reception

From autumn term continue with Read Write inc. in their new groups– Using RWI handbook to guide teaching. When practicing their sounds, children have half blank half lined page where they practice freely in the blank half, they then practice control by writing the sound on the lines.



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## RWI writing

In year 1 children will still be using the RWI scheme, they use the 'Get Writing' books to learn tasks such as 'hold a sentence' and 'grammar', and to plan/draft the writing activities. Once they have finished the 'write about' task they should write in best/publish this in their English books.

After the Phonics Screening Check, Children take part in a writing project using a rich text to drive the learning e.g. Bog Baby or Beegu.

This project should involve a range of genres and create real purpose. The Bog Baby may mess up the class room one night, and the children write a letter of complaint to Miss Stephens etc.

This project will support the children in their transition into Year 2 and expose those who have been doing RWI as their English lesson to a range of writing genres.

## Writing in KS2 (not RWI)

A long term plan should be completed at the start of the year to ensure complete coverage of the curriculum and coverage of a range of genres - making cross-curricular links where possible.

In your plan you should include which Alan Peat Exciting Sentences you intend to use for each genre.

At Hungerford we use Alan Peat's Exciting Sentences to encourage the children to apply their writing skills to their written work.

Alan Peat has created 25 Exciting Sentences. Not all sentence types are appropriate for all genres so please, when planning, choose the sentence types you think will support your children in improving their work.

You can find guidance for which sentence types work with which genres on the Alan Peat Sentences app (on the iPad).

The sentences should start to be introduced from Year one in their foundation subject writing so that children develop a 'menu' of sentences that they can draw upon when writing in a range of genres.

At Hungerford we have an enhancement based English curriculum: children will use the same sentence types as they get older, but the language will develop and grow in complexity.

## Learning Journey

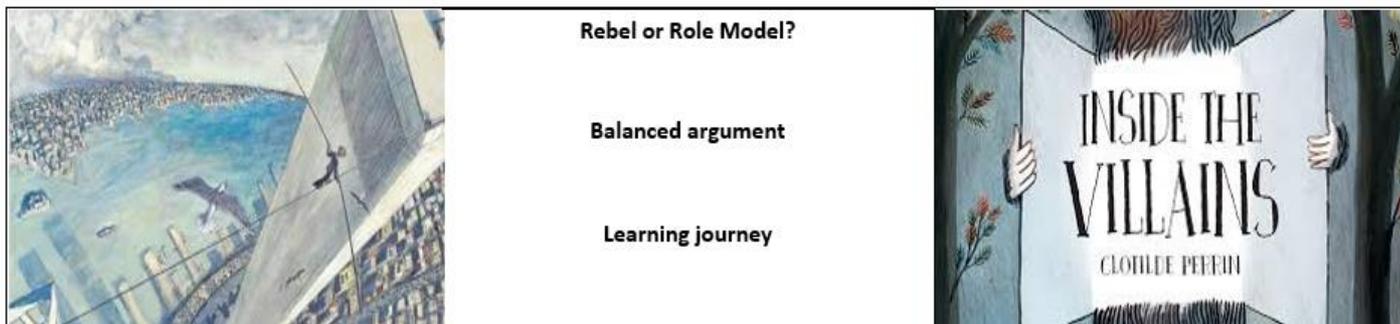
When planning a unit of writing (outside of RWI) start with a learning journey.

The learning journey is stuck into children's books before the unit starts.

This shows children what skills they will cover and what that will look like in their books.

A learning journey helps planning; provides children with an overview and ownership of their learning; and creates an easy guide to what to expect when looking through books.

A Learning Journey looks like:



Immerse: I can identify the features a balanced argument	Spag: I can write in passive voice	Exciting Sentences!	<b>Try it!</b> Write a balanced argument about Philippe Petite	Edit	Spag: I can use a variety of sentence openers	Plan: I can plan my work identifying key vocabulary and features.	<b>Apply it!</b> Write a balanced argument
Read two examples  Decide which is better, and why – to identify features of a successful balanced argument.	Understand the purpose of passive.  Identify Subject and object of sentence.  Identify which sentences are passive.  Switch them round.	DE:DE  Some; others  Imagine 3, rhetorical.	Plan using planning strips.  Share write introduction and conclusion.	Edit work using editing stations	Children identify the sentence openers in an example balanced argument.  They edit them to improve the example and write a paragraph to explain the impact of their choices.	Read 'inside the villains'.  Discuss reasons for rebel or role model.  Identify PALFV  Plan sentence openers, Alan Peat, passive sentences, key vocab.	Independently write a balanced argument.  Edit using editing cubes  Improve, publish and self-assess.

Each unit of work will have a 'Try it!' and an 'Apply it!' piece of writing. The 'Try it!' writing is a guided piece of work: this can be written in groups; with sentence starters/strips; shared writing with the whole class; or heavily scaffolded to support the children etc.

The 'Apply it!' write is an independent piece, allowing the children the opportunity to apply the skills they have been learning in the lessons and attempting in the earlier 'Try it!' write.

In KS1 and KS2, an 'apply it' piece should be written on in their 'Proud Book' to provide evidence of their independent work.

A unit of work will vary in length but is generally 2 weeks of teaching – allowing for one piece of writing per week (approximately).

In Year 6, all 'Proud' work should be evaluated (at the time) by pupil and teacher against the assessment frame work, this checklist should be kept at the front of the book, with the writing.

In Year 4 and 5, children should assess themselves against their assessment framework once per term. The rest of their 'apply it' writing will be self-assessed/peer-assessed against the success criteria followed by the teachers assessment.

In year 3, 1 piece of work per half term should be published into their 'Proud Book'. This allows the children a chance to transition into KS2 and it allows the teachers assessment and moderation opportunities.

In year 5 summer term, children should self-assess against the year 6 assessment framework with teacher guidance. There should be a targeted focus on achieving the working towards and some working at statements.

In years 3, 2 and 1 independent writing is assessed by the teacher against that year group's assessment framework.

## Success criteria

Success criteria should be specific and pertain to what the children have been learning in the build up to their writing.

**Before** a 'Try it!' piece of writing children will be provided the success criteria so they know how to achieve their writing goals.

However, children should not be given their criteria until **after** an 'Apply it!' piece.

Instead, **before** an 'Apply it!' piece, discuss with the class what they think makes a good piece of writing/diary/report etc. and leave these ideas on the board.

Success criteria should be numbered and have an opportunity for children to provide evidence of their application of the skills.

 <b>Success Criteria</b>	Evidence (pupil)	Teacher
1. To use senses to describe settings in detail.		
2. To use adverbs (manner) to add detail		
3. To use a variety of sentence openers - ISPACED		
4. 3rd person, past tense.		
BONUS – noun, who / which / where		
 <b>Nagging target</b>		

The numbering allows children to show in the margin where they have shown this skill and evidence is where they can show you they know what that skill is during self-assessment tasks.

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## Writer's Workshops

### EYFS

Outside of RWI lessons children work in small groups to explore different genres of writing. Every child completes one piece of writing/mark making per week in their English books, with a clear English objective (from the EYFS curriculum and My Development Matters).

### Year 1 – Year 6

At least twice per half term, children should take part in a writer's workshop. This will both ensure that all children gain experience in writing a range of genres and that all children get supported by their class teacher in developing their writing skills.

Writing Workshop tasks will be based on their foundation subject learning. Each workshop will include the opportunity to plan, draft and edit, and should provide conferencing opportunities for the teacher and child.

Each half term, one of the writer's workshop outcomes should be rooted in our arts and culture curriculum.

The workshop structure we use is:

#### Inspiration – media, text, visual – the hook.

Wagoll	Children base work on modelled writing.
Plan	Children learn new ways to plan and include key vocabulary and Alan Peat sentences.
Write	Children follow their plan, teacher conferences (this is the workshop moment)
Edit	Children should be shown high quality editing techniques such as: editing stations; add, take away, replace, aloud; editing cubes etc.
Publish	Children write their work up in their proud books.

#### Assessing the workshop:

The children's work needs to be assessed against the 'assessment framework' for the child's year group/developmental stage.