



English Guidance Handbook

Rationale

English helps to develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the language in which we teach our curriculum. Fluency in the English language is an essential foundation for success in all subjects.

The English curriculum is designed to ensure a balanced mix of approaches so that our pupils achieve the skills required to adopt a positive and confident attitude in all strands of English in addition to a lifelong interest of literature.

English in the Foundation Stage should be linked to the seven areas of learning with an emphasis on those concerned with communication, language and literacy.

Progression and Continuity

The whole school plan for English aims to ensure progression through continuity in the knowledge and skills of all the strands of English. This can be achieved through a broad and balanced approach to Speaking, Listening, Reading, Writing and Handwriting. This will give each pupil the opportunity to foster a love of both language and reading and, through development, consolidation and reinforcement of key skills, give them the chance to realise their potential. Children gain an understanding of how language works by looking at its patterns, structures and origins.

Aims

- to develop pupils' abilities and confidence within an integrated programme of Speaking and Listening, Reading and Writing.
- to teach a broad and balanced English curriculum allowing each pupil to foster a love of both language and reading
- to afford ample opportunity for potential to be realised through development, consolidation and reinforcement of key skills
- to ensure pupils become confident in their development of reading and writing so they understand and employ an increasing range of independent strategies to self-monitor, adapt and correct
- to ensure pupils read for enjoyment with a growing love of literature
- to ensure pupils have an interest in the meanings and derivations of words
- to ensure pupils use an expanding vocabulary in appropriate ways in spoken and written forms
- to ensure pupils acquire an understanding of grammar and linguistic conventions
- to ensure pupils understand a range of text types and genres and are able to write in a variety of styles and forms appropriate to the task or situation
- to ensure pupils develop their powers of imagination, inventiveness and critical awareness
- to ensure pupils employ appropriate technical vocabulary when articulating responses



- to ensure pupils speak clearly, fluently and with growing confidence
- to ensure pupils listen attentively with understanding, appreciation and empathy
- to confidently edit and evaluate their own and others' work
- to become fluent with the reciprocal reading techniques used within group reading sessions

Foundation Stage

In the Foundation Stage pupils will be given opportunities to:

- speak and listen and represent ideas in their activities
- use communication, language and literacy in every part of the curriculum
- immerse themselves in both an environment rich in print and where there are possibilities for communication

Teaching in the Foundation Stage includes encouraging pupils to link sounds and letters and to begin to read and write. Pupils are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest (Foundation Stage Framework November 2018). For more information about phonics, please see Appendix V at the end of this document.

KS1 (Pre-Prep)

At this stage pupils will learn to:

- speak confidently and listen to what others have to say
- evaluate different viewpoints
- write independently and with enthusiasm
- use language to explore their own experiences and imaginary worlds

Pupils should be taught Phonological Awareness, Phonics and Spelling; Word Recognition, Graphic Knowledge and Spelling; Vocabulary Extension; Handwriting; Grammatical Awareness; Understanding of Print; Reading Comprehension; Writing Composition.

KS2 (Prep)

In their final Key Stage before leaving for secondary school the pupils will learn to:

- change the way they speak and write to suit different situations, purposes and audiences
- read a range of texts and respond to different layers of meaning in them
- explore the use of language in literary and non-literary texts and learn how the structure of language works
- look at their own work more critically to edit, evaluate and improve confidently

Pupils should be taught Revision and Consolidation from KS1 (to the end of Year 3); Spelling Strategies; Spelling Conventions and Rules; Vocabulary Extension; Handwriting, Grammatical Awareness; Sentence Construction and Punctuation; Reading Comprehension and Writing Composition (Fiction and Poetry); Reading Comprehension and Writing Composition (Non-Fiction).



Special Needs Provision

Special needs provision for pupils with particular needs is detailed in the SEND policy. It is likely that of all academic subjects, English will be most involved in early identification and will lead by example in terms of differentiated planning, the development of IOPs and provision for more able, gifted and talented pupils.

The school believes that early identification of possible literacy difficulties is essential if the pace of learning is to be maintained. The renewed Primary Framework should be for all pupils and these pupils should be taught inclusively wherever possible, supplemented by small group withdrawal intervention from the Extended Educational Provider and her team. Equally importantly, pupils of high ability should be challenged by objectives from the higher levels with higher order skills. Extra support can be given for spelling, reading and comprehension (see SEND policy).

APPROACHES TO SPEAKING AND LISTENING

We strive to ensure that Avon House pupils are able to:

- speak with confidence, clarity and fluency in appropriate forms of speech
- speak and listen in formal and informal contexts for different audiences
- participate fully in whole class and small group discussion
- use spoken language to explore ideas and demonstrate learning
- develop the ability to listen to others and reflect on what they have heard
- be confident in expressing an opinion and backing it up with evidence (from a text, statistics, research etc)

To support pupils in their learning we will:

- develop clear use of vocabulary as a valuable tool for working, thinking and learning
- provide a range of opportunities to talk and listen in formal and informal settings
- teach, through talk and discussion, functions such as narrating, questioning, persuading, instructing speculating, debating, summarising and expressing feelings
- plan lessons with grouping in mind in order to allow all pupils to communicate in a meaningful way (i.e. use mixed ability groupings more often so that children can learn from one another)
- use drama, role play and hot seating to develop their skills
- read stories aloud to classes on a regular basis
- encourage them to be increasingly ambitious in their use of vocabulary and grammatical structures
- provide increasingly challenging opportunities to talk as they move up through the school
- plan activities in such a way as to encourage full and active participation by all, irrespective of ability, gender or race. Those with specific speech and auditory problems will be identified, involved, supported and given specialist support as necessary

Opportunities for Speaking and Listening outside English lessons at Avon House include:

- class performances and assemblies
- school visits/visitors
- storytelling and author sessions



- School, Travel and Climate Council meetings
- PSHEE discussions
- drama lessons and class play rehearsals
- French lessons, Spanish lessons, French Club and Drama Club
- voicing opinions in practical subjects and cross-curricular ‘themed week’ initiatives
- House reading competitions
- English Speaking Board (ESB)
- debating

APPROACHES TO READING

Opportunities for shared, guided and independent reading are provided within weekly lessons and relate to relevant objectives laid down in the English Scheme of Work. In the Foundation Stage and KS1 pupils are heard to read individually by class teachers and teaching assistants on a regular basis. In KS2 pupils will be heard to read individually and in group settings.

Within the Foundation Stage and KS1 there is a strong emphasis on the teaching of phonics and other word level skills. The two dimensions to reading, word recognition and language comprehension, are both necessary to achieve fluent reading. However, the balance between word recognition and language comprehension shifts as pupils acquire secure and automatic decoding skills and progress from ‘learning to read’ to ‘reading to learn’ both for purpose and pleasure.

Pupils will be taught to:

- discriminate between the separate sounds in words
- learn the letters and letter combinations most commonly used to spell those sounds
- read words by sounding out and blending their separate parts
- write words by combining the spelling patterns and their sounds

These skills will obviously overlap into KS2 according to the needs of the pupils. At this point, although Avon House will always stress the importance of reading for pleasure and vocabulary extension, teachers will provide activities and opportunities for pupils to:

- read and follow instructions
- read to explore and to develop understanding
- learn how to sift, select and take notes from a text
- learn how to access textbooks, including format and index
- learn how to select from written material, reformulate, question and challenge what they read in textbooks, encyclopaedias and newspapers or from ICT sources
- read passages within a given time frame
- read ‘between the lines’ using inference, deduction, implication and nuance
- explore language and its effect

Reading development will take place in a range of contexts at Avon House. Fundamental to these is that a stimulating reading environment exists within the classroom.



This can be established by:

- creating a language rich environment
- reading to pupils daily from a range of literature which extends their experience
- using appropriate reading schemes
- presenting pupils with a wide range of reading materials, both in print and on screen
- ensuring that pupils, once they have the ability, have the opportunity for regular and sustained independent reading
- modelling and discussing reading styles and strategies
- encouraging pupils to respond to and reflect on texts in a critical way, justifying views through close reference to the text
- teachers reading a novel to the class

GUIDED/RECIPROCAL READING

Guided reading provides the children with the essential tools they need to understand a text and is currently under review. The following methods will apply from spring term 2021 (though may be subject to change).

Reciprocal reading is the method used to teach individual pupils to become fluent in reading and comprehension skills of inference and deduction. Pupils work in small groups and are taught the key skills which will enable them to eventually discuss a text without teacher intervention. These groups should be mixed ability in Years 1 and 2, moving to broadly grouped by ability in Years 3-6. Reciprocal Reading is principally the class teachers' responsibility and must be planned and evaluated for all children by the class teacher. However other trained adults can also teach guided reading sessions.

The four key skills of reciprocal reading (predicting, questioning, clarifying and summarising) should be taught as discrete skills at the start of each new school year. The way in which Reciprocal Reading sessions progress will then vary depending on year group. For more information, please see Appendix I and II.

Reciprocal Reading sessions should take place once a week in the timetabled slots. In addition, the same techniques should be used when a child is reading one to one with an adult and during English lessons when a new text is introduced. The books used for Reciprocal Reading sessions should be more challenging than the level that the children have for their reading book which they take home. Books should be selected from the year group reading list (this is also where books for study in class as core texts should be selected).

In EYFS, the focus should be upon phonic knowledge and begin to make sense of a story. The four skills of reciprocal reading will be taught in Year 1 and then progressively allow the children more independence as they go through the school. For more information, see Appendix I and II. A best practice model for reciprocal reading would be one in which teachers choose to focus upon texts that match the text/genre being studied in the current literacy unit plan.

Aims

As a school we aim to:

- provide a rich and stimulating reading environment.



- enable pupils to read with confidence, accuracy, fluency, understanding and enjoyment.
- foster an enthusiasm for and love of reading for life.
- ensure that all pupils are taught to read at the appropriate level and that reading with a teacher is not simply an opportunity to practise.
- identify accurate levels of attainment in reading for each pupil.
- ensure that all pupils have an appropriate and challenging reading target set according to their reading level. These can be linked to individual reading process sheets which are completed within individual reading time and link to classroom monitor.
- ensure that all pupils make accelerated progress.
- develop comprehension skills of inference and deduction.
- ensure that children are confident reading to a variety of adults using the four key skills of reciprocal reading

Objectives

Our objectives are to enable all pupils to:

- learn to read following the guidelines of the Early Learning Goals and the National Framework for Literacy.
- read for interest, information and enjoyment.
- read a range of texts including fiction, non-fiction, play scripts and poetry appropriate to their ability, both in book format and on screen ICT texts.
- read regularly at school and at home.
- talk confidently about their reading.
- be able to use a full range of reading cues (phonic, graphic, syntactic, contextual) to read and be able to correct their own mistakes. Our teaching will however reflect that phonics should be the prime approach children use in learning to read.
- develop confidence in their ability to select reading material independently.

APPROACHES TO WRITING

Opportunities for writing are provided within, and are central to, weekly lessons and relate to the relevant objectives laid down in our English Scheme of Work. We believe that:

- writing is used for communicating information, demonstrating creative and imaginative thinking and introducing ideas
- writing is a process which can be continually refined and improved
- writing will be designed to meet the needs of real and imagined audiences
- writing will take place within recognisable text types/genres
- writing tasks will often be successfully modelled on reading activities
- writing will often be successfully developed through discussion, oral rehearsal and planning
- writing tasks will take place in lessons other than English (e.g. Humanities, RPS)

Writing development takes place within a range of contexts at Avon House. Fundamental to these contexts is that a stimulating environment exists within the classroom.

Our teaching will give pupils:

- opportunities to plan, revise and evaluate their writing
- opportunities to write frequently across all subjects



- opportunities to write for a range of audiences and purposes
- opportunities to explore language and ideas through discussion prior to writing
- regular demonstrations of the writing process
- regular examples of adults writing for a range of purposes and in a range of contexts
- display examples of their own writing
- time to share their writing with their peers
- opportunities to reflect on the process of writing and self-assess their own work
- encouragement to achieve specific time-related targets and take responsibility for the development of their writing
- opportunities to use ICT to draft, adapt and communicate their writing effectively
- celebration of their writing
- regular sentence and word level activities
- the opportunities to write across the curriculum
- clear guidance using specific success criteria stuck into books
- detailed modelling to show pupils the method that they are expected to use and the quality of work they are expected to achieve

Shared Writing

Through Shared Writing staff will model the writing process using such approaches as:

- demonstrating planning strategies such as mind maps, spider plans, writing frames, scaffolds and story boards
- using a known text and characters as a starting point for writing
- explaining the structural characteristics of particular writing forms
- editing and correcting
- demonstrating the use and purpose of punctuation
- highlighting tired or overused words and asking for alternatives
- paragraph insertion
- introducing more adventurous vocabulary and punctuation to demonstrate the effect this will have on the reader
- editing and improving at the time of writing (i.e. by writing a sentence and then improving the vocabulary, checking the grammar and spelling before continuing).

Guided Writing

Staff will guide learners at an appropriate level by giving feedback on previously composed independent writing, reinforcing skills taught in Shared Writing or demonstrating specific stages in the writing process.

Independent Writing

As pupils rise through the school they will be expected to write independently for extended periods of up to 45 minutes. This may take the form of class, homework or timed assessment tasks. In Years 5 and 6 regular practice of 11+ papers will include comprehension and composition opportunities involving extended writing.



In their Independent Writing, Avon House pupils will be applying skills learned in Shared and Guided Writing, revising work in the light of feedback from teachers or peers, proof reading to improve their work and preparing pieces for presentation, display or competition entry. Above all, they should be enjoying using language with increasing confidence and accuracy.

At Avon House, we follow a 2 week lesson template. The structure of how English lessons should be taught from Years 1-6 can be found in Appendix III.

APPROACHES TO HANDWRITING

As a school we take pride in the presentation of our work in all subjects.

Aims: To adopt fluent, legible and joined handwriting and to adapt lettering styles for different purposes .

During the first Foundation Stages children are encouraged to enjoy mark making and to explore the use of writing implements. As children gain confidence the children will be encouraged in:

- Posture ie how to sit in a position that will lead to neat, comfortable writing
- Grip ie how to hold a pencil correctly
- Positioning ie how to place an exercise book or piece of paper at an angle which will lead to neat writing
- Letter formation ie how to form each letter of the alphabet from the appropriate starting position

In Foundation 1 Letters and Sounds is introduced within the class and in free writing sessions mark making is encouraged. In Foundation 2 children start formal handwriting in the spring term which is done in focus or small groups. Some children will take handwriting practise home for consolidation.

As pupils move through the school they are taught the following:

- Letter joins i.e. how to join one letter to another in a natural and consistent manner
- Cursive writing ie how to develop a flowing style rather than a printed one
- Consistency of letter size (particularly the clear delineation of ‘ascenders’ and ‘descenders’) and spacing ie the gaps between words and the difference between capital letters and lower case letters

For children who do not join Avon House for Early Years, early assessment and any necessary interventions will be put in place by the class teacher.

In KS1 pupils have a weekly handwriting session and where needed children will have daily handwriting and homework or attend Handwriting Recovery. The books will be set up by the class TA and feedback given to the class teacher as appropriate. Children will be continually assessed and if required a pencil grip will be issued.

When teaching staff are confident that a neat and legible style has been mastered, pupils will be able to apply for a pen licence and a fountain pen will be presented in assembly. Pupils in Year 6



who have not been awarded a pen licence will be able to use a rollerball or Pentel-type pen but not biro for English lessons.

Teaching staff reserve the right, however, to ask a pupil to return to using pencil for a time should written work become messy or illegible.

Handwriting Recovery is offered on a weekly basis for those pupils requiring specific help or support with the presentation of their work.

Should a pupil continue to have problems with writing, a concern sheet will be raised with the EEP and, if necessary, an OT report requested.

PEN LICENCES

At Avon House, pen licences are handed out to encourage all children to take pride in their written work and always present their work as neatly as possible. The school wide adherence to the cursive writing form aims to improve standards in writing across the school and pen licences enable children to celebrate their achievements with their peers and families at home.

Pupils begin using the cursive form from YEAR 1. Once their teacher feels they have met the required criteria to be awarded a pen licence, that teacher will send their English, homework and one other subject book to the Head of English, to see if they are ready to be awarded their pen licence. Books are to be sent in the penultimate week of every half term and if the Head of English agrees with the evidence, that child will be awarded their licence and certificate in assembly at the end of each half term. Their certificate may be taken home so that they can celebrate their achievement with their family. This child is now allowed to use their pen for any written work. Pencil will still be used for maths work, art work or any other work where a pencil is more appropriate.

In order for a child to receive their pen licence :

- All letters must be formed correctly in the correct orientation.
- All writing must be on the line.
- All handwriting must be the correct size and not too big or too small.
- All handwriting must be joined up where appropriate.

For more specific and comprehensive criteria for moving towards achievement of a pen licence, please see Appendix IV.

For pen licences to be successful in improving the presentation of written work across the school, they must be encouraged; referred to and viewed as something worth receiving. Any child who has been awarded a pen licence, must continue to produce handwriting that complies with the criteria above. If they do not, this must be addressed during marking and the child reminded of the criteria and encouraged to take pride in their work. In a small minority of cases, it may be necessary to suspend the pen licence for a short period of time and reinstate the use of pencil until the child reaches the required standard. If this happens, the pen must be removed from the child and kept safely by the teacher. This is a last resort and to avoid this, it is important that a child is only put forward for a pen licence when their teacher is completely confident they can produce this standard of handwriting consistently.



The pens the children will be awarded are expensive and it is up to them to look after them. They are allowed to label their pen but their pen must stay in school and be kept in their pencil case. It is then the child's responsibility to provide replacement ink cartridges for their pen to keep using it. If a child loses their pen or the pen goes missing, the school may replace it but this will depend on the circumstances and how much care was taken of the pen. A replacement pen will certainly not be given more than once. If the child has not taken sufficient care of the pen, the school will not replace it for free, but a replacement one can be purchased. If they fail to do this, they will have to resort to using pencil for their written work.

CROSS-CURRICULAR OPPORTUNITIES

Teaching staff should take advantage of opportunities to make cross-curricular links. The regular themed weeks which feature in the Avon House calendar will offer obvious opportunities (e.g. Arts Week) for pupils to use skills acquired in English lessons (e.g. creative writing, note taking, report writing, assembly performances). All subjects across the curriculum, however, will become more accessible the more that particular Literacy skill is applied.

House competitions will also encourage artistic responses to a variety of themes which will draw on a range of Literacy skills and lead pupils into a range of subject areas.

Other departments will be encouraged to pass on subject specific spelling lists which English will help to reinforce.

LIBRARY

The library plays an increasingly significant role in school life. Prep pupils are chosen to become Librarians with day to day responsibility for keeping the library in order and recommending new books to support class projects and individuals interests. Classes, particularly in the Pre-Prep, are often conducted in the library and pupils should be instructed in how to find and use reference books at the start of each academic year – or whenever they join the school. Pupils in the Prep Department (Years 3-6) are encouraged to change reading books at break times and to make suggestions for additional stock.

Weekly reading sessions between year groups are to be scheduled at the start of the year by the Head of English and the class teachers.

HOMEWORK

Homework tasks gradually become more in depth as pupils move up through the school. Reading and spelling are central to progression through the early years and these are gradually supplemented by written tasks which may require 30-40 minutes work in Years 5 or 6. In the Prep Department there are usually two English Homework slots per week as well as weekly spellings and daily reading. Spellings are based on Violet Brand's 'Spelling Made Easy' scheme at this stage and are assessed by tests and dictations. Pupils with IOPs receive tailored spelling lists from the Extended Education Provider.



EAL

Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in the country, previous educational experience and skills in other languages. Careful monitoring of progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm that learning difficulties are identified and addressed appropriately. Staff should plan learning opportunities to help pupils develop their language skills, both spoken and written, and should aim to provide the support needed for them to access all subject areas.

ASSESSMENT

Each class teacher is responsible for monitoring and evaluating the progress of their pupils' English skills. This will be done through considering a combination of class work, homework tasks and specific assessment tasks. National Curriculum progress levels are reached as a result of teacher assessment twice termly and appropriate targets are set for each pupil in terms of progress. Pupil levels are entered on the school's tracking system and discussed with the Head of Department and Deputy Head.

Standardised tests are also used to give baseline ability scores (WRIT) in Year 3 which can inform individual planning. In addition, standardised tests for Reading and Spelling (NFER) provide further detail.

These assessments help the school to identify pupils who:

- are progressing well
- are progressing well in most areas of the subject but are behind in some
- may have special educational needs
- may be gifted and talented

ICT

ICT should be used to support teaching within the department and to motivate pupils' learning. Staff are encouraged to book the computer suite as and when necessary for whole class or small group sessions. They should also make regular use of the interactive white boards in their classrooms. Pupils will use ICT to draft and redraft work, to research topics, to present work for display and refine skills in many subject areas. Power point presentations (or similar software) may also be developed as part of Speaking and Listening projects.

EDUCATIONAL SCHOOL VISITS

Staff are encouraged to arrange theatre trips and other visits which will stimulate pupils and lead to improved understanding and appreciation of what this key subject can offer. These may vary from simple visits to local areas (designed to provide creative writing inspiration) to whole day, structured visits to the Globe Theatre or similar venues.

Visits should be discussed with the Head of Department and the SLT before being entered in the calendar. Risk assessment forms are completed following appropriate research.



11+ TRANSFER PUPILS

Pupils will inevitably be entered for a variety of senior schools by their parents and these intended destinations will have an impact on teaching, particularly in Years 5-6. While practice of particular tasks and styles of paper is built into the relevant programmes of study, common entrance lessons are offered for candidates before the start of school (usually 7.45-8.30 am).

ROLE OF SUBJECT LEADER

The Head of English will be responsible for improving the standards of Teaching and Learning through:

- monitoring pupil progress
- monitoring the standard of teaching across the school
- inducting/mentoring new staff
- revising programmes of study/policy documents
- improving the quality of the learning environment
- the deployment of resources and support staff
- liaison with, the Head Teacher and the Extended Education Provider
- arranging suitable INSET
- conducting regular book scrutinies
- keeping up to date with subject developments
- conducting frequent learning walks

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Appendix I

Reciprocal Reading

Appendix I below gives guidance in order to implement successful reciprocal reading sessions. As aforementioned, guided reading at Avon House is currently under review and these changes will apply from spring term 2021 (though may be subject to change).

The four key skills of reciprocal reading are as follows:

- **Predicting** what the story might be about / what might happen next using evidence from the text to support this
- **Questioning** what they have read and linking their questions to other stories in the same genre
- **Clarifying** the meaning of tricky words, either by using a dictionary or studying the words in context
- **Summarising** what has happened in the short section of text read in as few words as possible (i.e. only including the key ideas)

These skills should be taught across four separate lessons at the start of each new school year, to refresh pupils' memories and remind them what each skill entails. The sessions will then vary according to age group :

Year 1

Children are introduced to the four key skills of reciprocal reading. These are then taught in cycles, looking at one skill per week for the entirety of the spring and autumn term, to really embed the skills and make sure the children are confident with them. How the skills are taught is up to the teacher, but here are some suggestions :

- Using pictures to predict what might happen next / as a basis for asking questions
- Giving children simple lines of text and asking them to suggest what might happen next
- Coming up with stories where one child orally recites the start and their partner comes up with the next part
- Writing predictions in secret and adding them to a class box which can then form the basis of discussion
- Looking at actions and consequences
- Creating banks of questions that children can draw on
- Giving children simple sentences of unusual situations that will prompt questions
- Dictionary work
- Examining words in context to figure out meaning
- Summarising using 10 words or less / now five words or less / now one word

In the summer term, children should move to working as a whole class in groups, with each group taking on one of the key skills. They should then discuss the same text as a class, with each group looking at it using a different skill. The groups should rotate on a weekly basis and should be mixed ability. The children could have different hats or use different props to reinforce their job role (e.g. a crystal ball for the predictor, a magnifying glass for the questioner etc).



Year 2

At the start of Year 2, the children will recap the skills of reciprocal reading as four separate lessons. By the start of Autumn 2, they should move to the group model and continue with this for the remainder of the year. Within the sessions, the class can focus on a whole text over a number of weeks or examine extracts of different texts each week. Texts should be chosen from the class reading list. Groups should be mixed ability.

Year 3

At the start of Year 3, the children will recap the skills of reciprocal reading as four separate lessons. They will then move to the group model by Autumn 2 and continue with this until the end of the spring term. In the summer term, the children should move to (ideally) groups of 8, with each group having 2 predictors, 2 questioners, 2 clarifiers and 2 summarisers. If there are not enough children in the class to support this model, then there can be more than 2 of each job within a group (i.e. so no one is working on their own). Within the sessions, the class can focus on a whole text over a number of weeks or examine extracts of different texts each week. Texts should be chosen from the class reading list. Children should be broadly grouped by ability.

In the first year of reciprocal reading, it may not be possible for the small group model to be used, as children will not have had as much time for the skills to embed, therefore the group model that's used in Year 1 and 2, where the children work in mixed ability groups as a whole class, will work just as well.

Year 4

At the start of Year 4, the children will recap the skills of reciprocal reading as four separate lessons. They will then move to the 8 group model as soon as the teacher feels it appropriate and continue with this until the end of the spring term. In the summer term, the children should move to (ideally) groups of 4, with each group having 1 predictor, 1 questioner, 1 clarifier and 1 summariser. If there are not enough children in the class to support this model, then there can be more than 1 of each job within a group, but ideally, children will have one job each. In Year 4, they will likely need some teacher input with this to get used to the more independent job roles. This can be supported with cards and checklists to remind the children what they need to do in their specific job role. Within the sessions, the class can focus on a whole text over a number of weeks or examine extracts of different texts each week. Texts should be chosen from the class reading list. Children should be broadly grouped by ability.

In the first year of reciprocal reading, it may not be possible for the small group model to be used, as children will not have had as much time for the skills to embed, therefore the group model that's used in Year 1 and 2, where the children work in mixed ability groups as a whole class, will work just as well.

Years 5 and 6

At the start of both years, the children will recap the skills of reciprocal reading as four separate lessons. They will then move to the 4 group model as soon as the teacher feels it appropriate and continue with this throughout the year, the idea being that they become more independent as time goes on. Ideally, by Year 6, they should be able to discuss a text in a group without the need for any teacher intervention. Within the sessions, the class can focus on a whole text over a number of weeks or examine extracts of different texts each week. Texts should be chosen from the class reading list. Children should be broadly grouped by ability.



In the first year of reciprocal reading, it may not be possible for the small group model to be used, as children will not have had as much time for the skills to embed, therefore the group model that's used in Year 1 and 2, where the children work in mixed ability groups as a whole class, will work just as well.

Please note, that there should not be a carousel of activities, nor should reading comprehension be done as part of a reciprocal reading session. The techniques of reciprocal reading can be reinforced through one to one reading and in English lessons where a new text is introduced.

As long as the structure of reciprocal reading is followed, teachers are largely free to implement it in any way they choose, as long as :

- The four key skills are refreshed as separate lessons at the start of each school year
- The groups are mixed ability when using the whole class model
- The focus is on child-led discussion as much as possible (though of course this can only be achieved through thorough and careful modelling from the class teacher / teaching assistant)

Recording of guided reading activities can be done at the teacher's discretion. If a group folder suffices, then this would be ideal to avoid duplication of paperwork, but if the teacher would prefer individual folders to collate tasks, then this is also fine. Ideally, children shouldn't have exercise books as the focus is on discussion rather than writing in these sessions. The class teacher can hone in on discussions to enable them to tick off achievements on the individual reading target lists.

Implementation

Teachers should maintain their own reciprocal reading folder displaying evidence of children's targets and that these are being ticked off as the year progresses. This also connects to the book band level that the child is on and enables progression throughout the scheme as more key skills are achieved.

Structure of a Reciprocal Reading Session

All reciprocal Reading sessions follow the structure set out below

- Introduce the book or extract of text to the children
- If a book, discuss the front cover using the key skills of **predicting** and **questioning**
- The text should be read in small sections and at the end of each section, the four key skills put into play. Time should be given for discussion within groups in KS1 so that they can feedback their ideas to the rest of the class.
- Once the summarising has taken place, the groups move onto the next section of text and repeat the process.

Assessment, recording

Progress in reading should be recorded on Classroom Monitor at the end of every half term. Termly reading assessment, weekly comprehension and knowledge of a child's reading ability through one to one sessions should all be used to inform target setting and achievement.



Planning and Assessing Progress

Frequent observations during reading sessions and one to one reading with the class teacher and TA will ensure that targets are achieved / will enable extra intervention to be put into place. Pupils should be made aware of the class targets so that they know what they are working towards.

Recording Progress: Teachers will indicate pupils' progress using the record sheet. If pupils have grasped a concept a tick will suffice. If a pupil has not progressed or makes a notable contribution, a comment must be made. Records should not be overly time consuming but provide evidence of provision and progress towards targets.

Completed reading record sheets will provide evidence of systematic targeted teaching and assessment information for each pupil in relation to the target. Once a target has been taught and progress recorded, a new target should be set.

- Assessment of progress is crucial to effective learning and progress in reading and it must be the basis for guided reading groups within each class which will be based upon ability.
- Phonic tracking will be undertaken with pupils throughout the Foundation Stage and reading assessments made at the beginning of KS1. The purpose of these will be to ensure pupils are reading within the appropriate 'book band' and can be grouped with pupils of similar ability.
- At the end of a reciprocal reading session, the teacher can keep their own notes that can inform future sessions. This should not be filled in during the session as the focus should be on discussion and listening both from the teacher and pupils.
- At the end of the Foundation Stage, pupils will be assessed against the Early Learning Goals for Reading.
- Pupils undertake termly assessments. Pupils will be marked against the class average.
- Progress in reading will be communicated to parents at the parent consultation meetings, as will a pupil's reading target. Written reports will be provided at the end of each term which will include comments relating to both progress and attitude towards reading and a reading target.

Resources

- Reciprocal reading texts should be taken from the class reading lists.
- Parents can be informed of texts which are studied in class to reinforce reading at home. It should be explained to them that these are of a higher level than their child is capable of reading independently due to the group nature of the activity.
- Where sets of books are used, staff are responsible for collecting and returning them correctly. Book lists are provided at the front of each folder to show the titles and their quantity held in school. The list states which classroom they are stored in.
- Books from the reading scheme should not be used. All texts should be selected from the class reading list.
- Computer hardware and software is available in all year groups, and net books or computers and interactive whiteboards are available in all classes.



Appendix II

How to Discuss Texts Using Reciprocal Techniques

Predictions

- Based on the title, I predict this is going to be about...
- I think this is going to be a (genre) book because...
- This sounds a bit like (another book I read) so I think that....might happen
- I already know these things about the topic/story... so therefore I think that...
- I think the next chapter or section will be about...
- Based on... (a clue), I predict...
- Based on what ___ said/did, I predict...
- Thinking about another book I read, I think that...
- What if...
- This chapter title tells me that...
- In my opinion...
- It might be that...

Questions

- Who is ___?
- What is/does ___?
- When/where is ___?
- Why is ___ significant?
- Why does ___ happen?
- What are the parts of ___?
- How is ___ an example of ___?
- How do ___ and ___ compare?
- How are ___ and ___ different?
- What is most important ___?
- What is your opinion of ___?
- Why do you think that?
- Why does (a character) do that?
- What would have happened if (the character) had done this?
- Have you read other books like it?
- How is this one the same?
- How is it different?
- What do you think about this?

Clarifying

- Clarify hard parts when you / a member of the group doesn't understand
- When you can't follow the text
- When you don't know what a word means
- I don't really understand ...



- A question I have is ...
- A question I'd like answered by the author is ...
- One word/phrase I do not understand is ...
- Visualize a picture in your mind
- When I read this, I imagine that ...
- As I read, in my mind I see ...

Summarising

- Who, what, when, where, why, and how
- This text is mostly about ...
- The topic sentence is ...
- The author is trying to tell me...
- This story/passage about ____ begins with ____, discusses (or develops) the idea that ____, and ends with ____.
- The key points of this passage are...

During the reciprocal reading sessions, children should be encouraged to give their opinion and discuss their opinions with one another. They can challenge one another's points of view to discuss the book in more depth and detail.

In one to one reading sessions, as well as working on the four reciprocal reading skills, books can be discussed more generally and children should be encouraged to express and share their opinion regarding their favourite part of the book, whether they would recommend it to others, if there were any particular words or phrases they liked, if they learnt anything from the book etc.



Appendix III

Teaching of English in the classroom in Years 1-6 should follow this two week template

Week 1

Monday	Introduce the new topic by sharing the key features and then presenting the children with an example of the text for them to locate key features and analyse. When a new core text is being studied, this lesson can be used for a reciprocal reading session studying the beginning of the book in pairs or small groups.
Tuesday	Standalone grammar lesson (topic at teacher's discretion) In KS1, this can be devoted to phonics if needed (Tuesday OR Wednesday, not both)
Wednesday	Studying a key feature of the text (e.g. if diaries are being studied, the teacher might want to examine chronological order in more detail). This is also the day where assessed writing should take place In KS1, this can be devoted to phonics if needed (Tuesday OR Wednesday, not both)
Thursday	Planning their own version of the writing style being studied using an appropriate planning template.
Friday	Comprehension (using the 'Brilliant Books') and spelling test. For years 5 & 6, a SPaG test / dictation can alternate each week.

Week 2

Monday	Write 1 (small amount of teacher feedback given) with success criteria stuck in books that pupils can tick off.
Tuesday	Write 2 (small amount of teacher feedback given)
Wednesday	Edit and evaluate work with a partner
Thursday	Small amount of time given to editing followed by writing up a final draft. This should be done on paper with a border appropriate to the topic for display on the 'wonderful writing' wall.
Friday	Comprehension (using the 'Brilliant Books') and spelling test. For years 5 & 6, a SPaG test / dictation can alternate each week.

- Poetry should be studied at least once per half term
- Core texts should be changed once a half term
- The same text can be studied in English lessons and then looked at in more detail within reciprocal reading sessions
- Core texts should be chosen from the class reading list



Appendix IV

Pen Licence

All pupils without a pen licence start the year at the bottom of the class pencil chart.

When they have fulfilled the criteria in a stage, they move up and much celebration is made of this in class.

Once they have made three moves, they will be ready to be considered for a pen licence (to be handed out every half term).

Stage 1

- All letters are formed correctly with clear ascenders and descenders, which are mainly consistent and in a legible size.
- Digits 0-9 formed correctly
- Capital and lowercase letters are clear and used correctly
- All letters are written on the line with regular spaces between words
- All work is dated, titled and underlined with a ruler
- Titles use capital letters correctly
- All written work starts from the margin
- Any mistakes are crossed out with one neat line
- Writing is beginning to be consistently joined

Stage 2

- Letters are consistent in size and direction
- Writing is consistently joined
- Letters are joined correctly
- There is clear distinction in size between capital letter and lowercase
- Punctuation is the correct size in relation to the text
- The writer writes with fluidity and at a good pace

Stage 3

- Writing is neat and in a consistent style which is personal to the writer
- Presentation is consistently good across all areas of the curriculum (including in homework books)
- Writer shows attention to detail and takes great care over their presentation
- **Books should now be sent to Head of English in the penultimate week of the half term to examine for a pen licence. The class teacher should send the English book, homework book and one other subject.**



Appendix V

Avon House School Phonics Guidance

Phonics is one of the many skills needed to become a reader and writer. We aim to give children the best possible start on their reading/writing journey by teaching them the essential phonological/phonemic skills and knowledge to decode and encode (spell) words independently from the outset. At the point of reading/writing, children will use phonics as their first strategy to read and spell unknown words until it is embedded and automatic for them. We recognise that the development of spoken language and the enjoyment and comprehension of quality literature go hand in hand to develop a lifelong love of reading and aim to nurture and develop these attributes alongside the phonics program.

Our guidance sets out the means by which we ensure consistency and a systematic approach to the teaching and learning of synthetic phonics, as the prime method by which children learn to read and spell independently, automatically and confidently in the first years of their schooling. It aims to reinforce our high expectations for pupil progress. We follow the advice in 'Letters and Sounds', introducing the GPC's in the suggested order in phases 2 and 3, and the activities, games and teaching advice for phases 1 to 5.

Aims

Children should:

- Learn the skills of blending and segmenting as a first priority as they are introduced to the grapheme/phoneme correspondences for reading and spelling. This ensures that from the outset children are able to read and spell simple CVC's with the GPC's they know.
- Be reading with increasing automaticity by the age of 6.
- apply their phonic knowledge in the context of reading and spelling in the wider curriculum and understand how and when to do this.
- Develop their spoken language and comprehension simultaneously as they are learning phonics in the first years of school.
- Use phonics as their first strategy to decode and encode unknown words until a degree of fluency is reached.

Objectives

- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure the teaching of phonics is lively, interactive and investigative.
- To enable children to use phonic awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To provide children with strategies to identify and decode 'tricky words.'
- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.



- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the Foundation Stage, KS1 and KS2 for those children needing interventions to support phonetic knowledge and understanding.
- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

Approaches to Phonics Teaching

A discreet session of at least 20 minutes daily is given to the teaching of high quality, systematic synthetic phonics whilst the children are in Foundation One and Two. Phonics sessions are structured in the same way each day and build in strong consistent and familiar routines. The children in Foundation Two are streamed to support targeted teaching to the stage of the different sets of children. Rhymes from Read, Write, Inc. are used in conjunction with the phasing of Letters and Sounds. A multi-sensory approach to teaching and learning is used in phonics sessions so that children learn from simultaneous visual, audio and kinaesthetic activities designed to secure essential phonic knowledge and skills. Each child also has a phonic book to track the phase they are learning and to support them with practising daily the sets of sounds they are working towards and the tricky or high frequency words. Once they are able to say the sounds and words, they practise being able to spell them. This book goes home for daily practise and enables the parents to support and understand the phonic stage their child is working on.

In Year 1 and Year 2 the children receive phonic teaching twice a week through Literacy and Reading following the phasing of Letters and Sounds that they are working on. The children may also go out with the Extended Educational Provider for weekly intervention sessions to provide them with any additional phonic support as required. The children continue to have a phonic book that has the sounds and words they are working towards. The book continues to go home daily so the parents can support and understand their phonic stage.

In Year 3, phonics sessions are to be incorporated into the timetable as needed, at the discretion of the Year 3 teacher.

We follow the ‘Spelling Made Easy’ scheme to teach spelling in Years 1-6. Pupils have weekly spelling lessons and sets of spelling words to learn each Friday which they are tested on the following Friday.

Curriculum

We use the programme ‘Letters and Sounds’ to ensure a consistent system is followed, and that learning can be tracked and monitored within the systematic framework. We also use some of the rhymes and resources from Read, Write, Inc to support with introducing sounds.

Blending and segmenting

Oral blending and segmenting are taught first before being applied to reading and writing. Children are taught that phonemes are blended in order from left to right, ‘*all through the word*’ for reading. They are also taught how words are segmented into phonemes for spelling. These skills are taught throughout each phase of Letters and Sounds so that as children meet more complex words or grapheme phoneme correspondences they are able to tackle them with confidence.



Common Exception Words

Children are taught high frequency words that do not conform completely to grapheme-phoneme correspondence rules. We call these ‘tricky’ words. Children are specifically taught the ‘tricky’ part of the word and strategies to remember this. They are taught to apply their knowledge of these words in reading and writing. The words are taken from phases 2 to 5 of Letters and Sounds.

Comprehension and Reading for Meaning

Comprehension and meaning are addressed separately within literacy and wider curriculum planning and policy. Teachers and practitioners are clear about which activities are designed to teach children to acquire word recognition skills, and which will help children develop high-level comprehension skills.

Foundation Stage

In the Foundation Stage, pupils are assessed termly and through on-going assessment to monitor their progress and ensure their phonic planning is tailored accordingly.

Pupils in F1 are working towards becoming secure in Phase 1 of Letters and Sounds – phonological awareness and oral blending and segmenting. If appropriate, the children will start to become familiar with some grapheme-phoneme correspondences through a playful and multisensory approach using songs, actions and stories (Jolly Phonics) whilst they continue to learn to sequence, blend and segment sounds orally. The development matters statements are clear in those children who are within the 30-50 month band are working towards securing the skills of Letters and Sounds Phase 1 (phonological awareness). When children are securing the 30-50 months stage for reading and writing, they will enter the 40-60 month band and begin to learn to use the written graphemes for reading and spelling independently.

Pupils in F2 have a discreet phonics session daily and are expected to secure Phase 4 of Letters and Sounds as a typical benchmark by the end of the Early Years Foundation Stage, however many will know Phase 5. If they are secure in the 30-50 months band for reading this will begin at the start of the F2 year. Those who are not yet secure in their pre-reading skills (30-50 months) will need more. The pupils are streamed in their phonic groups to enable the teaching to be tailored towards their current level of phonic knowledge.

Key Stage 1

Pupils in Years 1 and 2 will have a phonics assessment on entry to check which phases they are secure with. From this the teacher will then plan for their phases accordingly and the children may be grouped to ensure the teaching best meets their needs. In the spring term the children will have a phonics assessment as part of assessment week to check their progress throughout the year, before also having an assessment at the end of term.