



PENPOL SCHOOL

English Policy

Signed by:

_____ Head Teacher Date: _____

_____ Chair of Governors Date: _____

Designed: February 2023
Review Date: February 2024

Vision

Penpol pupils are curious, creative and courageous learners. Our school community believes in authenticity as the foundations of deep-rooted learning. Through our rich and relevant English curriculum, we nurture community-minded, forward-facing international citizens of the future.

Curriculum Intent: Why do we teach English at Penpol Primary School?

At Penpol School we recognise that secure English skills are the foundations to a successful learning journey and help equip children to succeed in later life. All teachers have a responsibility to develop the children's skills in reading, writing, speaking and listening and through developing a growth mindset can help them to become resilient learners so they can access the curriculum effectively and achieve their full potential.

At Penpol School, we:

- Provide a broad curriculum and balanced curriculum which will provide opportunities to write for a range of purposes, styles and audiences.
- Support all children in acquiring a wide vocabulary.
- Enable children to speak clearly and confidently and take into account the listeners need.
- Provide opportunities for children to plan, practice and evaluate their work.
- Ensure that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.

The world in which we live is changing rapidly; we cannot begin to predict the nature of roles and lifestyles our pupils will enjoy in the future. We can be certain, however, that a broad range of skills and dispositions will be required, alongside a well-connected bank of knowledge, in order for them to thrive. We know our amazing pupils well and are clear about our contextual challenges. The least confident pupils joining us at Penpol often need to improve the depth and range of their vocabulary in order to access the academic world. We are highly ambitious for each and every child in our school. We aim to unlock the academic code for all by supporting each pupil to develop a broad, rich and versatile vocabulary. Further, we aim to instil in each of our pupils an unshakeable belief in themselves and their potential for continued growth.

Signed by:

Headteacher:

Chair of Governors:

Implementation: How is English taught at Penpol School?

At Penpol School we immerse the children by using a quality text and/ or meaningful experience. We use high quality books that are relevant to the current topic taught, special events, drama, trips and other stimuli to inspire the children to write. This allows our writing curriculum to be meaningful, joined-up and rooted in real-life experiences. Children are encouraged to analyse features of the text type explored and this determines a success criteria. Appropriate vocabulary is collected and organised in order to develop the children's vocabulary. Tier 1, 2 and 3 vocabulary are discussed in lessons and there's explicated teaching of Tier 2 vocabulary throughout the curriculum. There is a clear progression of skills throughout the school. We build these into our English teaching sequence so it is relevant for the children and they're able to develop a 'toolkit' which the children are able to use in their writing. This is practised in a short piece of writing and then the children are given opportunities to prove their understanding in a variety of longer pieces. This ensures that children are able to embed the skills in a more purposeful and relevant way. Children are scaffolded through teacher modelling and challenged in their learning to allow them to grow at the correct pace for them. The children are encouraged to use a success criteria to evaluate their own knowledge and understanding to allow them more ownership of their learning. They are supported in the process of editing and improving their work. We continue to evaluate and develop what we teach in English and how it is delivered, instilling in our pupils a lifelong love for challenge and, consequently, for learning.

Impact: What will we see from the teaching of English?

By teaching English to our children will allow them to have the knowledge and skills to be able to write successfully for a purpose and audience in order to make progress from their own personal starting points. With the implementation of the writing sequence being established and taught in both key stages, children are becoming more confident writers and have the ability to plan, draft and edit their own work. By the end of Year Six, children will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation. Our pupils will acquire a wide range of vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their future.

Legal Framework

This policy has been created with regard to the following statutory guidance:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2021) 'Statutory framework for the early years foundation stage'

Roles and Responsibilities

English Lead:

In addition to the responsibilities of class teacher as set out in the appropriate job description and the school teachers' pay and conditions document the Subject Leader will also undertake the following duties and responsibilities.

Responsible to: The Headteacher

Responsible for: Leading Teaching and Learning in English

Core purpose of the Subject Leader:

To provide professional leadership and management for English in order to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all learners.

Teaching Learning and Standards

- To provide leadership in English across the school.
- To innovate and share best practice with colleagues.
- To evaluate the effectiveness of teaching and learning in English and progress towards meeting agreed targets across the school.
- To carry out planning and book scrutinies and lesson observations.
- To secure, in collaboration with the Headteacher and senior colleagues, high standards of teaching and learning in English.

Leadership and Co-ordination

- To assume the role of English 'consultant' for colleagues in the school.
- To demonstrate, by practical example if appropriate, effective ways of organising the planning of teaching within English.
- To inform parents/Governors if/when required regarding current thought and practice in English.
- To assist the Headteacher in ensuring the highest possible standards and quality of learning in English using the school's Teaching and Learning Policy as one means to achieve this.

Supporting, Guiding and Motivating

- To take an active lead in the professional learning of teachers and support staff.
- To take on responsibility for informing colleagues of wider development opportunities.

Policy and Direction

- To keep abreast of developments in English.
- To lead colleagues in formulation, review and evaluation of policy, in consultation with the Headteacher and Senior Leadership Team.
- To ensure that policy reflects current national and local initiatives.
- To establish/maintain a Subject Leader's file.

Resourcing

- To identify needs and to resource, in consultation with colleagues and the headteacher, English within the limits of given budget.
- To be responsible for checking, storing and ensuring appropriate use of related resources.

Liaison

- To liaise, as/when necessary and reasonable, with other colleagues
- To liaise, as/when necessary and reasonable, with local primary schools.

Classroom teachers are responsible for:

- Acting in accordance with this policy
- Ensuring progressions of pupils' English skills, with due regard to the national curriculum.
- Plan lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual children.
- Monitoring the progress of children in their class and reporting this on a termly basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of SLT.
- Undertake any training that is necessary in order to effectively teach English.

English in Foundation Stage

In EYFS English is split into two areas of learning:

- Communication and Language (a prime area) which underpins all seven areas of learning and development
- Literacy (a specific area) which covers two strands:
 - Reading (consists of two dimensions: language comprehension and word reading)
 - Writing (involves transcription and composition)

At Penpol School we encourage our children to develop their English skills through a continuous provision that allows children the opportunity to develop their basic English skills.

In accordance with English are the Early Learning Goals outlined in the "Statutory framework for the early years foundation stage" (2021), children will be taught:

- **Communication and Language - Listening, Attention and Understanding**
 - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
 - Make comments about what they have heard and ask questions to clarify their understanding;
 - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- **Communication and Language - Speaking**
 - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
 - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
- **Literacy - Comprehension**
 - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
 - Anticipate – where appropriate – key events in stories;
 - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- **Literacy - Word Reading**
 - Say a sound for each letter in the alphabet and at least 10 digraphs;
 - Read words consistent with their phonic knowledge by sound-blending;
 - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- **Literacy - Writing**
 - Write recognisable letters, most of which are correctly formed;
 - Spell words by identifying sounds in them and representing the sounds with a letter or letters;
 - Write simple phrases and sentences that can be read by others.

In EYFS, the children are taught English through Read Write Inc phonics programme.

From this, children will be able to:

- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.
- Use their phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.
- Spell some words correctly and others are phonetically plausible.

Children are continually assessed through observations and assessments are made using the online platform Tapestry. In accordance to Read Write Inc, children are assessed on entry and to be placed in the appropriate sets. This is reviewed on a half termly basis along with the Phonics lead and the sets will then be adjusted accordingly.

Teaching and Learning

Read Write Inc.

Within KS1, Read Write Inc is used to ensure that every child becomes a confident and fluent reader. As with EYFS, children are assessed on entry and again on a half termly basis. Read Write Inc is taught on a daily basis.

The lowest 20% in each year group are identified and undergo regular 1:1 tutoring to close the gap. Fluency interventions take place for children who know their sounds but are working on developing their 'speedy reading'.

The reading leader regularly coaches and trains all RWI staff and parents' sessions are held each term.

English lessons

In Key Stage 1 and Key Stage 2, English is taught five times a week. The English curriculum is often delivered with cross curricular links. Teachers provide children with opportunities to write at lengths across the whole curriculum. English sequences of learning at Penpol School incorporate 12 steps and the order in which they occur and what they look like in class will vary. The 12 steps are:

- Immersion – anchor to a quality text and/ or meaningful experience (Power of Reading and Literacy Shed can support this)
- Explore – analyse features of the text type and determine success criteria
- Build – collect and organise appropriate vocabulary
- Plan – map out initial ideas
- Toolkit – teach targeted SPAG and Vocabulary
- Model – teacher models writing with the class
- Draft – complete initial working draft
- Collaborate – peer assessment to support a growth mindset
- Teach/ Model – fill the gaps identified through assessment
- Practise – individual to pupils' needs. Could include 'editing stations'
- Edit – independently up level learning (teacher modelled)
- Final draft – bringing the learning process together

Throughout each sequence, the following elements should occur:

- Planned opportunities to write at length throughout the English teaching sequence and across the curriculum
- Grammar introduced and revisited
- Explicit teaching of Tier 2 vocabulary (see appendix 1)
- Talk for writing, drama and oracy throughout the sequence
- Learning wall and classroom environment reflects the ongoing learning journey

Please see Appendix 2 – English Teaching Sequence to see the poster that's displayed in every classroom to help support teachers with the teaching and learning of English.

Handwriting

At Penpol School we recognise the importance of teaching our children to develop a neat, legible, speedy handwriting style and take particular care in our cursive, joined-up handwriting style. We use Read Write Inc letter formation rhymes and Letter-join as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum.

Despite the increased use of computers for writing, we believe that Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

Children will be taught using the Read Write Inc rhymes to form lower case letters from foundation stage onwards. Once children are ready to join letters, children will be taught to join using Letter-join. Capital letters will not be joined.

Please look at the Handwriting Policy for more information.

Spelling

At Penpol School we recognise the importance of teaching our children to spell accurately. Children who can spell feel confident and are able to write with enjoyment. We want our children to be equipped with a range of strategies for learning spelling and to be able to apply their strategies when spelling words in their independent writing.

Daily practice of spellings is necessary in EYFS and KS1, this will be part of the Read Write Inc daily sessions. In Year 2, children will also participate in five spelling sessions linked to 'No-Nonsense Spelling' programme per week. In KS2, children will participate in five spellings sessions across two weeks. Children are also given daily spelling practice opportunities during registration, through access to displays of weekly spellings, cross curricular word banks and discussions during guided reading, shared writing and English lessons.

To help support our teaching of spelling, we use Spelling Shed for children in Years 2 – 6. Spelling Shed is a game-based tool that can be used in school and at home to boost children's confidence in spelling. Children enjoy playing the games and practise their spellings in a fun, interactive way.

Please look at the Spelling Policy for more information.

Reading for Pleasure

Reading for pleasure is an important part of the reading curriculum here at Penpol School and the children are given the time to read and most importantly discuss the books they like. Regular 'book talk' sessions happen where texts are recommended and discussed with children and adults in the class. The teachers and other staff members will model this process and encourage the children to reflect on their own reading and share their opinions as much as possible. Staff include the book that they are currently reading at home in their email signature to promote and model 'book talk' amongst the adults in school.

Children are encouraged to reflect on their daily reading habits through activities including 'reading rivers, 24 hour reads, reading alphabets' etc.

Parents are invited in EYFS and KS1 for 'book and a bagel' sessions to share their reading with their adults.

Class teachers read a book for pleasure to their class during whole class shared reading on a daily basis. The book the class are currently reading during whole class shared reading is displayed on the front of each classroom door.

Children have regular opportunities to choose a book for pleasure from the school library. Each classroom will have a reading corner to allow children to read for pleasure throughout their school day. The School Book Fair comes into school twice a year and children are given the opportunity to look at the books during the school day.

Talk Through Stories

Talk Through Stories fosters a love of reading and creates language rich children by extending and deepening children's spoken vocabulary through a range of children's literature. It is linked to *Read, Write, Inc* and is taught in EYFS and Key Stage 1. The story is re-read and the vocabulary explored through short activities. Here are some examples of activities explored during Talk Through Stories:

- Introduce the story and read it to the children.
- Discuss the problem/dilemma in the story.
- Re-read the story so children join in with predictable phrases
- Explore vocabulary.
- Freeze-frame activity so children can construct sentences orally and build on children's vocabulary.
- Explore children's comprehension through 'Which sentence is right activity?'
- My turn/Your turn to repeat the sentences before discussing their opinion.
- Invite the children to decide what they think about the characters – are they 'nice' or 'not nice' – and why they think so, then act in role as the teacher plays 'quiz the character'.

Reading Spine

Each year group has created a reading spine to map out the focus books that will be explored throughout the year. This ensures that a range of high-quality texts are

shared. The books cover a range of genres and ensure that diversity is explored throughout the curriculum. The reading spines link closely to the termly topics and have been created using the Top 50 recommended reads from the 'Books for Topic' website, which are updated annually.

Guided Reading

In Key Stage 2, guided reading is taught daily as a whole class as this allows all children (regardless of their personal word recognition and phonics skills) to access, experience and discuss high-quality texts and to be taught the key comprehension skills therefore preventing them from being held back by the mechanical skills of reading.

Teachers provide children with a high-quality text that provides appropriate level of challenge. Throughout guided reading sessions, teachers will model specific objectives, strategies and reading. Children will be given the opportunity to read the text for understanding during guided reading. A variety of reading approaches will be used including; choral reading, echo (My turn, your turn) reading, independent reading, partner reading and volunteer readers. Children will be asked VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve and Summaries) questions to answer during guided reading sessions. Children can verbally discuss questions, work in partners, work in groups, class discussions or record their answers independently in their notepad books.

Please see Appendix 3 – Whole Class Guided Reading Sequence for more information about the teaching of Whole Class Guided Reading.

Accelerated Reader

Accelerated Reader is introduced for any children who have progressed past the RWI programme in KS1 as well as across Key Stage 2. A child reads a book, takes an online quiz, and gets immediate feedback. Children respond to regular feedback and are motivated to make progress with their reading skills.

A comprehensive set of reports reveals how much a child has been reading, at what level of complexity, and how well they have understood what they have read.

Every term, children take the Star Reading test which generates a ZPD range. From this, teachers are able to set children reading targets and once children have completed their book, they take a comprehension quiz. The Zone of Proximal Development (ZPD) defines the readability range within which children should read to best develop their reading, while avoiding frustration. The ZPD is especially useful for children using Renaissance Accelerated Reader, which lists readability levels for all quizzed books. Children are encouraged to read a wide breadth of texts from fiction to non-fiction.

Reading Buddies

Reading Buddies is a programme in our school. During Reading Buddies, each child is partnered with a child from a different year group. Children will spend time with their reading partner and they will listen to each other read a book or their own writing.

The younger children benefit from Reading Buddies as they:

- Enjoy hearing stories read aloud to them
- Have the opportunity to have conversations about topics that interest them
- Have regular opportunities to practice familiar reading with 1:1 assistance
- Enjoy a fun, positive reading experience in a relaxed environment

The older children benefit from Reading Buddies as they:

- Further develop their own reading skills
- Foster leadership and problem-solving skills
- Improve self-confidence that comes from being looked up to
- Feel a sense of importance by helping someone in their community

Often teachers will swap classes in this session to read poetry to them their buddy partner class.

Planning

At Penpol School we plan our English lessons on our curriculum planners. On the curriculum planner, there is:

- A yearly planning overview of what will be taught in English throughout the year to ensure cross curricular links are made and high-quality texts are used.
- A termly planning overview that breaks down the weekly sequence of teaching. There is also a SPAG section on the termly planning overview.
- A section with all of the English skills that need to be taught throughout the year. Teachers need to highlight them throughout the term in the correct colour (Autumn = blue, Spring = green and Summer = yellow) to ensure the curriculum is covered.

If teachers wish to create a detailed breakdown of what will be taught each day, they can if they wish. Teachers are responsible for adapting lessons to meet the needs of the children within their class. Guided Reading sessions will be planned on the Guided Reading planning proforma. Spelling lessons will be planned through RWI and the No-Nonsense Spelling scheme. Handwriting lessons will be planned through RWI and Letter-join scheme.

Assessment

Children will be assessed and their progress monitored in line with the schools Assessment Policy. Formative assessments will be carried out throughout the year and used to inform teachers planning. English Whole Class Marking takes place for each piece of English learning. A recording sheet is used and kept in a file organised by subject and clearly dated. Whole class marking evaluates children's learning at the point of action and, therefore, is extremely proactive in giving teachers and supporting staff immediate feedback upon gaps in children's understanding.

Summative assessments are carried out at the end of a unit by using Sonar. Teachers are also required to make summative assessments each term using Sonar. This informs progress review meetings with a member of SLT.

Teachers on-going assessments enable them to quickly identify individuals or groups of children who requires further support. If a child requires further support, there are a range of strategies that can be implemented including:

- IDL intervention (Dyslexia, spelling, reading)
- Differentiated spellings
- Accessible Word mats and phonics mats in the classroom
- Read Write Inc. interventions
- Small group focus intervention
- Support in lesson

Learning Environments

Each classroom has an English Working Wall, a Reading Corner and a Spelling display.

The English Working Wall should be meaningful for the children, interactive and kept up-to-date. It needs to clearly state what is currently being taught in English eg. In English this week, we are...

It should include:

- Modelled examples to help support children's learning
- Key vocabulary
- Relevant and current information that supports the children's English learning
- Writing prompt reminders eg. Capital letters, full stops etc.
- Features and example of the text types currently explored
- Toolkit with targeted SPAG currently explored
- Question stems to help children reflect and edit their work eg. Have you included...?
- Celebration of previous English work and a brief explanation why the work is being celebrated
- Any common misconceptions that's identified in Whole Class Marking Feedback to help remind and support children

There is an expectation that all teachers create a word awareness environment via a class 'Word Wall' display. This display should be meaningful, purposeful and current. Each display should be titled 'Word Wall' and should promote the weekly spelling rule and spelling strategies that have been modelled alongside this, accompanied by any word work or sentence work. The principle behind the word wall is to help children recognise spelling accuracy alongside vocabulary development. Features of a 'Word Wall' could include:

- Word/ sound of the week
- Encouraging talk around spellings (see appendix 4)
- Current flipchart models/examples that demonstrate dictation and spelling strategies
- A build-up of key vocabulary over the course of the week, where children have recognised
- Spelling rule/sound in a variety of different curriculum areas
- Boastful words
- Age-appropriate dictionaries and thesauruses
- Interactive games

- Reminders and teacher models of spelling strategies which not only facilitate but develop an independent approach to spelling, this includes phonetic sound buttons and digraphs
- Storyteller's 'Word of the day' flip book
- Examples of children's work
- Examples of enjoyment and celebration of spoken and written vocabulary
- Word meanings and semantic meanings
- Pictures/symbols to support real life links
- Word mats are on every desk for children to refer to throughout each session, they outline
- RWI phonic speed sound mats (see appendix 5 and 6)
- Statutory spellings for each year group/phase appropriate sounds, dependent on individual class needs (common exception words) (see appendix 7).

Equal opportunities

All children will have equal access to the English curriculum. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing English lessons. If English is an additional language (EAL), a TA will be allocated to the child to provide extra help where needed. Additionally, outside support can be offered to the child. Where it is inappropriate for a child to participate in a lesson due to reasons related to any of the factors outlined above, the lesson will be adapted to meet the child's needs and alternative arrangements involving extra support will be provided where necessary. Cultural and gender differences are positively reflected in lessons and teaching materials used.

At Penpol School we follow the Graduated Response to ensure all children have equal access to the English curriculum. The Graduated Response includes:

- Universal – All children will access quality first teaching
- Targets – some children will have support to ensure they make progress
- Specialist – few children will have individual planning to ensure they make progress

At Penpol School, we use the 5 a Day approach recommended by the EEF to ensure all children can access English lessons. The 5 a Day approach includes:

1. Explicit instructions – Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.
2. Cognitive and metacognitive strategies – Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.
3. Scaffolding – When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.
4. Flexible groups – Allocate groups temporarily, based on current level of mastery. This sound, for example, be a group that comes together to get some

additional spelling instruction based on current need, before re-joining the main class.

5. Using technology – Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

Monitoring and review

This policy will be reviewed annually by the subject leader and headteacher. The subject leader and members of SLT will monitor teaching and learning in English at Penpol School, ensuring that the content of the national curriculum is covered across all phases of children's education. Any changes made to this policy will be communicated to all teaching staff.

THE 3 TIERS OF VOCABULARY

TIER 3

low-frequency words that are content specific

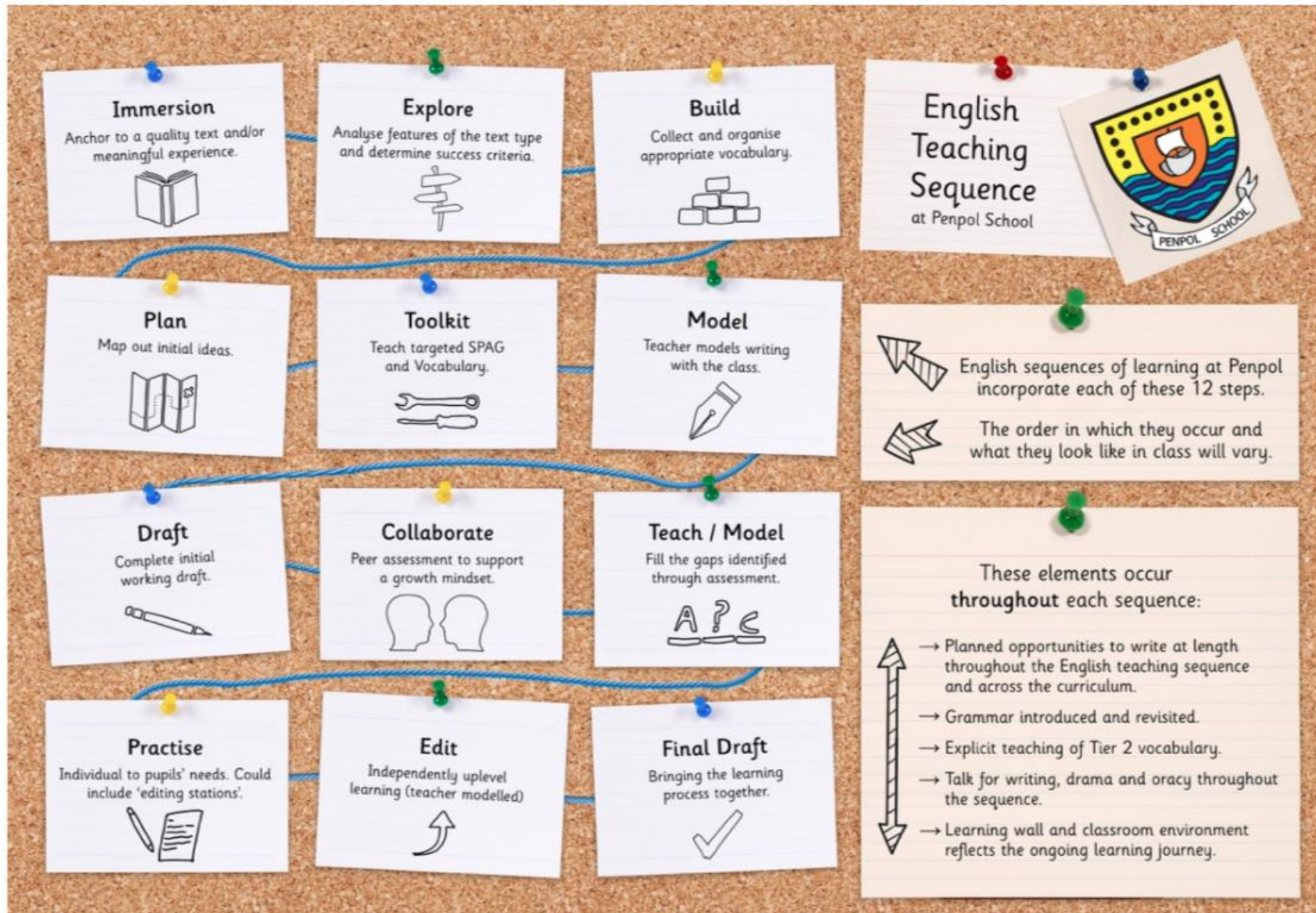
TIER 2

robust, high-frequency words that students encounter across the content areas and topics. Tier 2 words often have multiple meanings and are referred to as academic vocabulary words.

TIER 1

basic, familiar words that are commonly used by most students in everyday conversation

Appendix 2 – English Teaching Sequence



Whole Class Guided Reading Sequence



Engage / Planning – Choose a high-quality text that provides appropriate level of challenge. Make sure children have a minimum of one book between two (preferably one each). Can you choose a book from the 50 Recommended Reads? Can you choose a book linked to your topic that celebrates diversity? Can you choose a range of fiction or non-fiction book throughout the year? Can you choose a poem? It's important the class teacher reads the text prior to the learning and to plan the sequence of lessons on the guided reading proforma. Whilst planning, please use Sonar and the progression of reading skills document to ensure key reading skills are taught.

Model – Specific objectives/ strategies/ reading needs to be explained and modelled throughout the sequence of learning.

Inclusion when Reading – All children can access the text and read for understanding. Children have the opportunity to read independently and to read out loud. Decoding skills are supported through variety of approaches: **echo** reading where fluent reading and prosody is modelled and repeated by the children. **Choral** reading, **partner** reading (child A tracking the words for child B to read and then swap), **volunteer independent** reading, **independent reading in your head**, **whisper partner** reading (child A read out loud, whilst child B whispers along and then swap) and **Jump-in**, where children track the words as the teacher reads aloud but pauses at the ends of the sentence, children 'jump-in' and complete the sentence.

The Graduated Response - quality first teaching, universal (all), targeted (some) and specialist (few) and the 5 a Day (explicit instructions, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology) is used whilst teaching reading to ensure all children access the learning and make progress.

VIPERS – VIPERS is not a reading scheme but a method of ensuring that teachers ask, and children are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards. Throughout the reading sequence, the 6 key areas of vocabulary, infer, predict, explain, retrieve and summarise need to be taught. This is a tool to help children to improve their reading comprehension skills through focused questioning. Each day, teachers focus on one of the 6 key areas. Here are some examples of questions for the 6 key areas:

Evidence – Children can verbally discuss questions, work in partners, work in groups and engage in class discussion. Answers can be recorded independently, scribed, using technology etc. VIPERS questions to be recorded using the VIPERS Penpol template. Reading whole class marking sheets to be used to inform planning/assessment. Sonar needs to be updated regularly to monitor the children's reading progress.

Vocabulary

- Underline any unknown vocab.
- Underline a phrase in paragraph 2 which shows that darkness came quickly.
- Can you think of one word that will best describe how ___ is feeling?
- Find out what the following words mean.
- Can you think of synonyms for the words?
- Underline unknown vocabulary.
- How can we describe the weather using similes?
- Could you think of an expanded noun phrase to describe ___?

V

Infer

- How is ___ feeling at this point? Use evidence from previous pages to explain why they may be feeling like this.
- What rhetorical questions might Alma ask herself at this point?
- Think of questions you could ask to gain a better understanding of Chapter 3 so far.
- What do you think will happen to ___ now? Please give reasons for your opinion.
- Which character would you most like to meet? Explain why.
- Why did ___ behave like this?

I

Predict

- Look at the front cover of the book. Predict what you think will happen in this story.
- What do you think will happen next?
- Predict what is going to happen next.
- Do you think the character will change their behaviour in the future?
- What do you think the character will do next?

P

Explain

- Explain the difference between her Father in this scene and when we see him in the first two pages of the book.
- How does this make the viewer feel?
- Who is this little boy?
- What do you think of this ending?

E

Retrieve

- Where are the characters when the girl's father finds them?
- What does the window look like?
- What makes Alma turn around?
- Retrieve any direct speech from the paragraph.
- Where is the story set?

R

Summarise

- The Father will want to know what has been happening. Imagine you are the girl, summarise the events in the story so far to tell to her Father.
- How would you feel if you saw a doll in a shop window that looked exactly like you?
- What advice would you give Alma?
- What do you think would be a good title for this book? Explain why.
- Summarise the events in the opening paragraph. Write a book review.

S



Appendix 4 – Encouraging talk around spellings

What does it look like?	What does our target word/ sound look like?	Describe one of your weekly spellings to a friend	When might someone do this? When might you do this?
Can you think of something else that might be described like this 'word' or 'sound'?	What verb might describe one of our weekly spellings?	Think of a time when you might use this word?	I like/ don't like this word because...
Where might you see this word in the real world?	Which other words are a bit similar to this word? Which words have similar sounds? Are the phonemes the same?	Can you think of any other words which have this phoneme, but sound different?	How will you remember this word? What strategies will you use?
Why might your teacher have chosen this word? Have you heard of this word in a story you've read?	Which will be your favourite strategy to remember this word?	Can you make up a story about this word?	True or false eg. 'Which of these things is more likely to be tattered? Then provide options

Appendix 5 - Read Write Inc rhymes to form lower case letters



Maisie, mountain, mountain



Around the apple and down the leaf



Slither down the snake



Around the dinosaurs bottom and up to his neck



Down the tower, across the tower



Down the insects body and a dot for his head.



Down Nobby and over his net



Down the pirates plait and around the pirates face



Round the girls face, down her hair and give her a curl



All around the orange



Curl around the caterpillar



Down the kangaroo's body curl his tail and leg



Down and under the umbrella, up to the top and down to the puddle



Down the laces, over the toe and to the heel



Down the stem and draw the leaves



Slice into the egg, go over the top, then under the egg.



Down the long leg



Down the horses head to his hooves and over his back



sh says the horse to the hissing snake



Down his back then curl over his arm



Down his body curl and dot



Down the wing up the wing



Down a horn, up a horn and under the yak's head



Down up, down up



The princess in the tower is saved by the horse, thank you!



Zig, zag, zig



The horse sneezes when the caterpillars hairs get up his nose ch-ch-choo



The queen never goes out without her umbrella



Down the arm and leg, repeat the other side



Thing on a string

Appendix 6 – Read Write Inc. groups of letters (special friends from RWI)



nk

I think I stink



ay

May I play?



ee

What can you see?



igh

Fly high



ow

Blow the snow



oo

Poo at the zoo



oo

Look at a book



ar

Start the car



or

Shut the door



air

That's not fair



ir

Whirl and twirl



ou

Shout it out



oy

Toy from a boy



ea

Cup of tea



oi

Spoil the boy



a-e

Make a cake



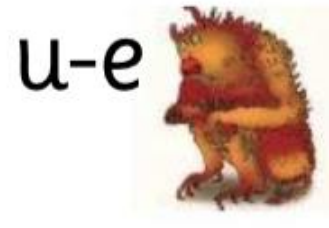
i-e

Nice smile



o-e

Phone home



u-e

Huge brute



aw

Yawn at dawn



ur

Nurse with a purse



er

A better letter



ow

Brown cow



ai

Snail in the rain



oa

Goat in a boat



ew

Chew and stew



ire

Fire fire



ear

Hear with your ear



ure

Sure it's pure



are

Care and share

Year 1 Common Exception Words

the
a
do
to
today
of
said
says
are
were
was

is
his
has
I
you
your
they
be
he
me
she
we

no
go
so
by
my
here
there
where
love
come
some

one
once
ask
friend
school
put
push
pull
full
house
our

Year 2 Common Exception Words

after
again
any
bath
beautiful
because
behind
both
break
busy
child
children
Christmas

class
climb
clothes
could
cold
door
even
every
everybody
eye
fast
father
find

floor
gold
grass
great
half
hold
hour
improve
kind
last
many
mind
money

most
move
Mr
Mrs
old
only
parents
pass
past
path
people
plant
poor

pretty
prove
should
steak
sugar
sure
told
water
whole
who
wild
would

Year 3 and 4 Common Exception Words

Aa	breath	consider	enough	group	island	natural	popular	Rr	surprise
accident	breathe	continue	exercise	guard	Kk	naughty	position	recent	Tt
accidentally	build	Dd	experience	guide	knowledge	notice	possess	regular	therefore
actual	busy	decide	extreme	Hh	Ll	Oo	possession	reign	though
actually	business	describe	Ff	heard	learn	occasion	possible	remember	thought
address	Cc	different	famous	heart	length	occasionally	potatoes	Ss	through
although	calendar	difficult	favourite	height	library	often	pressure	sentence	Vv
answer	caught	disappear	February	history	Mm	opposite	probably	separate	various
appear	centre	Ee	forward	Ii	material	ordinary	promise	special	Ww
arrive	century	early	forwards	imagine	medicine	Pp	purpose	straight	weight
Bb	certain	earth	fruit	increase	mention	particular	Qq	strange	woman
believe	circle	eight	Gg	important	minute	peculiar	quarter	strength	women
bicycle	complete	eighth	grammar	interest	Nn	perhaps	question	suppose	

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	