

Saint Joseph's Catholic Voluntary
Academy

How we teach English at Saint Joseph's

A Lesson Handbook: Guidance and Resources for Teaching Staff

**Vision: Intention,
Implementation,
Impact**

Intent:

At St Joseph's Academy we have designed our English curriculum with the intent that all children, will become fluent, insightful readers and technically skilled, creative writers. Our children will engage with a range of genres and develop their understanding of fiction and non-fiction styles. Furthermore, we have developed a curriculum that will instil in all children a love of reading and writing that we hope will stay with them for life. We understand that a good grasp of English is the bedrock of the entire curriculum and that children who are confident and adept readers and writers will be empowered to succeed in all other areas.

We will deliver an English Curriculum that:

- Develops in all children a love of reading and writing.
- Allows children to comprehend and critique what they read, and to write creatively and accurately regardless of genre or topic.
- Exposes all children to a wide range of high quality texts that explore different styles, plots, tones and cover many diverse authors and characters.
- We will, from Nursery to Y6, develop children's **vocabulary**, allowing them to comprehend others and to express themselves clearly.
- We will develop children's **grammar** so that they have a good understanding of the mechanics of spoken and written English.
- **Phonics** will be taught progressively from Foundation to Y2, using the Little Wandle scheme, as an effective way of developing children's reading and spelling skills.
- The teaching of **spelling** will be taught across the school in a progressive way allowing children to learn spelling rules, exceptions and irregular spellings.
- The teaching of **handwriting** will be taught to develop legibility and fluidity and to encourage all children to take pride in the presentation of their work.
- Children will be given the opportunity to read and write a variety of **genres**: different fictional styles, poetry, non-fiction. They will learn to adopt the appropriate tone and 'voice' for each genre.
- Children will be encouraged to **reflect** upon their writing, edit and improve.
- When reading, children will be taught to read with fluency and expression. The curriculum will develop their ability to **comprehend**, analyse and critique different texts.

Implementation:

We ensure that our English teaching and learning provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of experiences, quality texts and resources to motivate and inspire our children. All pupils receive a daily reading, spelling and writing lesson.

- Teachers create a positive reading and writing culture in school, where both are promoted, enjoyed and considered 'a pleasure' for all pupils.
- Promotion of reading through teachers reading out loud daily to their class.
- Pupils in EYFS and KS1 to have daily phonics sessions, following the Little Wandle Scheme.

	<ul style="list-style-type: none"> • Year 1-6 delivering daily sessions in spelling, focussing on the sounds within words. • Daily Reading sessions in all classes, of which focus on the class text and 3 link to a theme. • Pupils are being adventurous with vocabulary choices. • Working Walls – all classes aiding pupils and guiding them through the process of Reading and Analysing, Gathering Content, Planning and Writing. • Vocabulary promoted through displays in class, all curriculum areas, enhancing and encouraging a wider use of vocabulary. • Teaching a range of genres across the school (progressing in difficulty) both in English and other curriculum areas; resulting in pupils being exposed to, and knowledgeable about, literary styles, authors and genres. <p>Formative assessments will be integrated into everyday English teaching to ensure teachers have an in-depth knowledge of the children's learning and to inform their next steps.</p> <p><i>Impact:</i></p> <p>Our English Curriculum should ensure that:</p> <ul style="list-style-type: none"> • Children leave St Joseph's with a love of reading. • Children leave St Joseph's with a love of writing. They should be able to express their opinions and their creativity in writing that is well structured, clear, technically accurate and interesting to read. • Children leave St Joseph's able to express their opinions verbally; to understand how to engage – and disagree – with others clearly and articulately. • Children leave St Joseph's confident to try new things, experiment with their writing, take risks, and continue to expand their experience of reading.
<p>READING</p>	<p><u>READING</u> <u>Long Term Plan</u> Reading comprehension is taught daily from Y2 – 6 Each year group from Y2 – 6 has a Long Term Plan which identifies a text extract a week to be covered on Monday, Tuesday and Wednesday. These texts are a variety of genres including a wide range of fiction, non-fiction and poetry. The texts in these sessions should be accessible for the majority of the class to read independently. Linked to this each class has a class novel spine. These books will be read on a daily basis to the children by an adult. The books chosen are age appropriate to the year group but also should provide challenging vocabulary. Each Friday the reading comprehension session will be based around the class text.</p> <p><u>Reading Lesson Structure</u> Monday: teacher will read the text to the whole class and provide opportunity to read together as a whole group through either echo or choral reading. There will be vocabulary focus and retrieval questions to complete. Tuesday the children will read the text to each other in pairs. They will have some VIPERS questions modelled to them but the teacher. Questions for this session will be taken from the question stems document. Wednesday: the children will read the text independently and answer some similar VIPERS questions linked to the previous day's learning.</p>

Question stems and activities for the planning of the session can be found on the Reading Skills document.

Scaffolding

Texts can be read to the children that require extra support.

Adults are strategically placed to support discussions and responses to independent questioning.

Dictation of sentences to support sentence construction.

Enlarged texts to support children with visual impairment.

Marking and Feedback

Retrieval questions can be either peer or self-marked with purple pen or pink pen.

Partner work: allow pupils to discuss the question, adults circulate the room/ scaffold discussions with groups. Quick feedback to group from some pupils.

Independent Thinking: children to write response in book (link to dictation for those children that need it) adults to circulate the room and mark written responses using blue pen and yellow/ green highlighter.

Recording Work

All reading sessions should be recorded at the back of the English books.

The date and title of the text are at the top of each page

Working Walls

The class novel requires a display within the classroom. This shows the title, key characters, events, vocabulary, evidence of pupils' work/responses. Work should be added to this throughout the period of reading the novel.

Reading Assessment

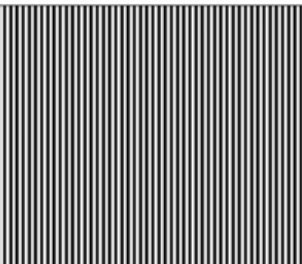
All children have a summative assessment using the FFT reading assessment. This tests the children's knowledge of sounds, key words, speed and accuracy of reading and comprehension. These tests determine the book band that a child should be reading from.

EYFS and year 1 are tested half termly.

Year 2 and KS2 are tested termly.

Alongside the FFT assessment staff will formatively assess children against the reading assessment framework (see appendix) for the child's year group.

Book Bands

Year group	Sounds/Reading age	Common Exception Words	Book band
Reception End of Advent 1	s a t p i n m d g o c k c k e u r h b f l	is l the	Phase 2 Set 1/2/3/4
Reception End of Advent 2	f f l l s s j v w x y z z z q u c h s h t h n g n k	put pull full as and has his her go no to into she push he of we me be	Phase 2 Set 5
Reception End of Lent 1	a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r	was you they my by all are sure pure	Phase 3 Set 1
Reception End of Lent 2	Review	Review	Phase 3 Set 2
Reception End of Pentecost 1	Short vowels with adjacent consonants	said so have like some come love do were here little says there when what one out today	Phase 4 Set 1
Reception End of Pentecost 2	Long vowel graphemes with adjacent consonants	Review	Phase 4 Set 2
Y1 End of Advent 1	Review Phase 3 and 4 ay ou oy ea	Review	Phase 3/4/5 Set 1
Y1 End of Advent 2	ir bird ie pie ue blue rescue u unicorn o go i tiger a paper e he a-e shake i-e time o-e home u-e rude cute e-e these ew chew new ie shield aw claw	their people oh your Mr Mrs Ms ask could would should our house mouse water want	Phase 5 Set 1/2
Y1 End of Lent 1	y funny ea head wh wheel oe ou toe shoulder y fly ow snow g giant ph phone al apple metal c ice ve give o-e o ou some mother young se cheese se ce mouse fence ey donkey ui ou fruit soup	any many again who whole where two school call different thought through friend work	Phase 5 Set 2/3
Y1 End of Lent 2	or word u owl awful could are share au aur oor al author dinosaur floor walk tch ture match adventure al a half* father* a water schwa in longer words: different a want ear ere bear there ear learn wr wrist st sc whistle science ch school ch chef ze freeze schwa at the end of words: actor	once laugh because eye	Phase 5 Set 4
Y1 End of Pentecost 1	Review	Review	Phase 5
Y1 End of Pentecost 2	eigh aigh ey ea eight straight grey break kn gn knee gnaw mb thumb ere eer here deer su si treasure vision dge bridge y crystal ge large ti ssi si ci potion mission mansion delicious augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe	Phase 5 Set 5 65 WCPM
Y2 End of Advent 1	7.0 – 7.2		65 WCPM
Y2 End of Advent 2	7.3 – 7.5		85 WCPM
Y2 End of Lent	7.6 – 7.8		100 WCPM
Y2 End of Pentecost	7.9 – 7.11		110 WCPM
Y3	8		150 WCPM
Y4	9		160 WCPM
Y5	10		180 WCPM
Y6	11		200-210 WCPM

Reading Books

Children choose a book from the collection in class, from their allocated book colour band. The books in class, that the children can choose from, are age appropriate fiction.

The chosen reading book is recorded in the class reading file each time a book is changed, using code CB (changed book) on whole class sheet, the title and book band is recorded under the child's name.

Reading books go home with the children every evening.

Choice Books

Children are also allowed to choose a book from the fiction or non-fiction choice books section of the class library. These books are for reading for pleasure and engage the children in the love of reading

We also have half termly visits to the library, where the children can choose a book of their preference.

Target readers

During data analysis, children who are identified as either below standard or WTS are required to read to an adult in school, on a daily basis, to improve fluency and comprehension skills.

Listening to Readers

When an adult listens to a child read, this needs to be recorded in both the class reading record and the pupil reading record.

All children in reception and year 1 need to read their reading book to an adult in school at least 3 times a week.

Children from year 2 to year 6, need to read their reading book to an adult in school once a week.

Homework

Every child in school is expected to read at home, to an adult, at least 3 times a week. When they are listened to at home, this needs to be recorded in the child's personal reading record.

Rewards

All children who read three times a week to an adult at home are given a raffle ticket and a dojo, each week. On the last celebration assembly each term a raffle ticket is drawn and a prize is given.

During celebration assembly, a book prize is awarded to one child in school from the 'Book Wizard'. The winning child is selected through staff discussions for an individual who has been noticed for significant effort or progress in reading, either at school or at home.

Cosy Read, Read Club and Secret Reader

To promote reading for pleasure out of the classroom setting each week we hold a read club at lunchtime and each term we carry out a cosy read session. Read Club is one lunchtime a week, children are encouraged to bring a book of their choice and enjoy a quiet reading time in a peaceful, calm environment. Cosy read happens once a term. Staff advertise a clue and a location for a book that they are going to read to the children. Children throughout the school write their name next to the book they would like to listen to. At the end

	<p>of the day, the children go to the location to discover the book being read to them.</p> <p>Teachers are to surprise a class once a half term to share a story with a class that is not their own. This is the secret reader.</p>
<p>PHONICS</p>	<p><u>PHONICS</u></p> <p><u>Daily Teaching of Phonics</u></p> <p>Each child in Reception and Year 1 has a daily 30 minute phonics lesson taught by a trained teacher or TA. We follow the 'Little Wandle Letters and Sounds' scheme with a consistent lesson structure across the year groups. The session includes the teaching of new GPCs and tricky words which are then applied through reading and writing words and sentences.</p> <p><u>Assessment</u></p> <p>Staff assess children's knowledge and understanding throughout the daily phonics sessions. At the end of the 5 week teaching programme, all children are assessed using the Little Wandle half termly assessment and this data is upload to the online assessment tracker.</p> <p><u>Daily Keep Up</u></p> <p>Staff identify children who require 'daily keep up' sessions to ensure any gaps in learning are targeted and closed. Teachers follow the 'Little Wandle Daily Keep Up Guide', with each session lasting up to 10 minutes. These may be individual, or group sessions based on the needs of the child.</p> <p><u>Practice Reading Sessions</u></p> <p>Children in Reception and Year 1 have a 'practice reading session' three times a week. Children read books which are fully decodable and match the child's individual understanding of phonics. Reading sessions consist of a decoding, prosody and comprehension session. At the end of the three sessions, children are knowledgeable and confident to read their book independently and can take it home and highly encouraged to read with their parents and carers.</p> <p><u>Pleasure for Reading</u></p> <p>In addition to their 'practice reading' book, children can choose a story book of their choice to enjoy at home with their parents and carers. This is to encourage a love of reading at home and allows children to access a wide range of fiction and non-fiction books of their choice.</p> <p><u>Rapid Catch Up</u></p> <p>Children in Year 2-6 who have not passed the Phonics Screening Check or who have significant gaps in their phonic knowledge are eligible for 'Rapid Catch Up' intervention. Children are assessed using the 'Little Wandle Rapid Catch</p>

	<p>Up' assessment and are given a suggested starting point based on their individual needs. The aim is to support children with their reading at an accelerated pace by closing any gaps in their phonics knowledge and develop their reading fluency. Children have access to age appropriate 'Rapid Catch Up' books which are available from Phase 2-6.</p>
EYFS	<p><u>EYFS</u></p> <p><u>Early Reading</u></p> <p>At St Joseph's, we recognise the importance of developing a love of reading from a young age. In Nursery and Reception, children listen to and are actively engaged in a wide range of stories, non-fiction texts, songs and rhymes through their play and small group discussion times.</p> <p><u>Communication and Language</u></p> <p>Children build their familiarity and understanding of texts through careful adult questioning which encourages children to feel confident applying new vocabulary in a range of areas around the provision.</p> <p>Throughout the day, children have regular back and forth conversations with peers and adults to extend their range of vocabulary. Adults comment on what children are doing, echoing back what children say with added modelled vocabulary to build on language.</p> <p><u>Writing Curriculum</u></p> <p><u>Nursery</u></p> <p>Nursery follow a long-term writing curriculum which is based on an engaging weekly text. Children experience a range of mark making activities to develop their fine motor strength. Prewriting skills are carefully mapped out across the 'I'm a Clever Writer' skills ladder. Children begin to develop their pencil control, learn how to draw pre-writing shapes and begin to write their name in preparation for writing in Reception.</p> <p>Children develop their whole-body strength through neurological and physiological movements to create marks through Shonette Bason's Wiggle Me Into Squiggle and Squiggle Whilst You Wiggle programmes. These skills include developing the ability to cross the midline in preparation for writing from left to right and developing core strength to practise writing.</p> <p><u>Reception</u></p> <p>Reception use a book of the week with key vocabulary identified. The reception skill ladder for 'I'm a Clever Writer' ensures a clear route for writing, so that they can think, say, remember and write a simple sentence.</p> <p>At St Joseph's, once the children are settled into a routine, we delve into the picture book, discussing key vocabulary, demonstrate the skill and apply the skill in a focus writing session.</p>

	<p>Delve: Share the picture book to inspire the children, explore the language, characters, plot and setting, acting out the sections of the story, chorally join in sections together.</p> <p>Demonstrate: model the skills so the children have clear expectations and outcomes. Link the skill to the book that we are working on. Ensure that connections are made to previous learning. All models are added to the working wall.</p> <p>Do: Children apply the skill in a focus writing session in a dedicated writing area during the continuous provision. Children wear a lanyard to show that is a special writing time. This is done in small groups to focus on individual needs.</p> <p>In addition to this reception also take part in Shonette Bason's 'Dough Disco' (twice a week) and 'Squiggle Me Into A Writer' (once a week).</p> <p>Dough Disco is where the children use playdough to copy the actions connected to songs and stories to strength finger, which will support with better pencil control and finger coordination to ensure that they are able to write effectively and prepares them for writing.</p> <p>Squiggle Me Into A Writer is a follow on to Squiggle Whilst You Wiggle, which is taught in nursery. This programme is where the children develop gross motor skills by creating letter shapes and actions in the air that match a letter the children are working on. Following on from this, the children will then write the letter onto larger pieces of paper.</p>
WRITING	<p><u>WRITING</u></p> <p><u>Writing LTP</u></p> <p>A range of poetry, fiction and non-fiction are planned in each year group throughout the year (see appendix)</p> <p>Where possible texts are linked to current cross curricular topics.</p> <p>Genres are strategically planned into each year group, according to the success criteria coverage for each year group.</p> <p>Texts are pre-planned and show progression from year group to year group.</p> <p>Creative writes are mapped into each half term to show understanding of previously taught objectives.</p> <p><u>Writing Assessment</u></p> <p>When a child completes an independent piece of writing, skills should be highlighted on insight. If evidence is seen in three separate pieces of independent writing, a child is secure in this objective.</p> <p><u>Grammar and Punctuation</u></p> <p>Grammar and punctuation are incorporated into writing lesson as part of the skills taught. These skills need to be taught discreetly, shown in text example, maybe shown in another text of the same genre and shown in a modelled/ shared write. Then children practice the skill.</p> <p>Flashbacks of previous learning happens three times a week. Two of these sessions focusses on grammar and punctuation and the final one is a revisit of previous spelling rule.</p>

Writer's Toolkit

These are the skills that are to be taught as part of a certain genre (see appendix). They are spilt into year groups. The success criteria are to be revisited throughout the teaching cycle of a genre and used to plan grammar and punctuation flashbacks.

Teaching staff to mark work against these skills.

Grammar Recap

At the start of Tuesday, Wednesday and Thursday writing session there are 3 grammar focus questions for the children to respond to. One question focus is last week's learning, another is last term's learning and the final one is last year's learning.

The work is titled Recap and the responses to the 3 questions are below this.

Structure of a Writing Lesson

Writing is taught daily.

To support children in Reception, KS1, LKS2 and pupils with SEND, dictation can be used, ensuring that fully decodable words are incorporated into the sentences (D in circle in margin). **Avoid copying activities at all times**, models and shared writes support writing only.

Each week there will be a different focus text (WAGOLL) to support the children in the skills required for that genre.

The theme of the week will be introduced using a hook.

Once the hook has been shared, the genre for the week will be introduced, including any key vocabulary.

The WAGOLL is shared with the children at the start of every session through a variety of whole class reading techniques.

There are on average two main skills that are taught each week. These two skills are constantly revisited to secure understanding and application.

On Friday the children take part in a Star Write, where they rewrite the WAGOLL in their own words, applying the skills taught throughout the week.

How we cater for all pupils (scaffolding)

It is essential that all children are included in the process of lessons to develop knowledge of a certain genre.

Modelling writing is a vital tool to ensure that all children are aware of the standard required and processes involved in the development. For those children that require extra support, model texts can be used and adapted through dictation.

Shared write in small groups lead by an adult help to develop skills and independence.

Independent writing can be supported for those children unable to write independently through 1:1 or small group guidance using dictation.

Displays and word mats should be used as a tool to ensure that all children can access learning.

If required technology such as Clicker and dictation could be used to support certain children.

Using iPads to photograph model text or teaching slide to support independent learning without having to look from place to place.

	<p><u>Working Walls</u></p> <p>All classes need a writing working wall to show the progression of learning throughout a unit of work.</p> <p>This display should include the model text, vocabulary discussed, the skills covered, any modelled writes that display the skills, any word/grammar mats that support learning.</p> <p>Every time a lesson is taught, more information is added to the working wall so that when the children come to write independently, all tools required for writing are accessible.</p> <p><u>Marking and Feedback</u></p> <p>Most marking and feedback should be done at the point of teaching, in front of the child.</p> <p>Every time feedback is given the children are expected to respond to this in their purple pen.</p> <p>Teaching staff can give written feedback in blue pen, but no long extended written responses are needed.</p> <p>A green highlighter is used to identify where the writing skill has been met in a written piece of work.</p> <p>Peer marking against the success criteria is in pink pen.</p> <p>Staff should be circulating the room, unless targeting specific children for support. When the children are carrying out an independent write, staff should allow the children to produce their work, work will then be looked at and teaching points will be identified to cover in the editing sessions. If any evidence of the skill is seen at this point, highlight it green.</p> <p>Where possible, spelling and punctuation errors should be identified using a yellow highlighter and changed in the lesson. If it is a non-independent piece, the spellings can be specifically identified by teaching staff. If is independent, a general comment at the bottom to check spellings/ punctuation is acceptable. If the children are writing a modelled write as you develop it write (M) in the margin.</p> <p>If the children are developing a piece of writing as a group write (S) in the margin.</p> <p>If the children are writing an independent piece write (I) in the margin.</p> <p><u>Presentation in Writing Journal</u></p> <p>Full long date at the top left-hand side of the page, underlined</p> <p>Three lines of handwriting warm up</p> <p>Title for lesson focus underneath the handwriting warm up on left-hand side, underlined</p> <p>Appropriate code for level of support in writing in margin.</p>
<p>SPELLING</p>	<p><u>SPELLING</u></p> <p>Spelling is taught in EYFS and Year 1 through the phonics programme. In Y2 to Y6 there is a LTP for spelling, which is phonic based and incorporates HFW from each year group. (See appendix)</p> <p><u>Structure of a Spelling Lesson</u></p> <p>Monday: Introduce the sound the ways to spell this sound. Look at spelling list and place the words into a grid of spelling sounds.</p> <p>Tuesday: Recap spelling sounds. Handwriting session for spelling words</p>

	<p>Wednesday: Sound buttons, the children are to identify the sounds in each word.</p> <p>Thursday: Sort the sound, teacher to read out the spellings and children to write them in the corresponding columns</p> <p>Friday: Test</p> <p><u>Flashbacks</u></p> <p>One of the Grammar flashbacks have a spelling focus.</p> <p>This is where one sound from a previous week is looked at again. Discuss the sound, the spelling rules for this sound and do a mini test of approximately 4/5 words to check this rule.</p> <p><u>Homework</u></p> <p>The spelling list for the current week's spelling rule is sent home with a spelling activity from the spelling activity list. (See attachment)</p> <p>The spellings are also put on spelling shed for the children to practice these words at home.</p>
HANDWRITING	<p><u>HANDWRITING</u></p> <p>Each year group is to follow the LTP for handwriting (See appendix).</p> <p>These objectives should be looked at daily for the first 5 minutes of the writing session.</p> <p>Children up to Y3 complete 3 lines of the handwriting pattern before the start of the main writing lesson.</p> <p>Children are taught the basic letter formation in print before moving onto joined handwriting at the start of year 2. More guidance for the lesson content is found in the Handwriting Guidance Document (see appendix).</p> <p>Once a child has shown that they can have a consistent style and accurate joined and fluent handwriting a handwriting pen and licence will be awarded.</p>