



English workshop for parents

How we are helping to close gaps within English learning and how parents can support progress at home.





Curriculum

Through engagement with the English Curriculum, a child at our school will be able to:

- Write fluently across the curriculum.
- Have a vivid imagination to engage their reader.
- Have a highly developed vocabulary and implements it into their descriptions.
- Can organise and structure their writing.
- Present, punctuates and spells with accuracy.
- Have a love of writing.
- Have excellent phonic knowledge and skills.
- Read a range of texts fluently and accurately across the curriculum.
- Have knowledge of an extensive and rich vocabulary.
- Have excellent comprehension skills.
- Can engage an audience.
- Read for study and pleasure.
- Have a knowledge of a widerange of texts.



Genres- 3,2,1

English teaching is split into **three units of work over a term**.
Each unit is based around a certain genre:

- **Three weeks of fiction**

Story exploration, narratives, diary entries, play scripts, setting descriptions, character descriptions ...

- **Two weeks of non-fiction**

Non-chronological reports, explanation texts, fact files, debates, newspaper reports, personal recounts...

- **One week of poetry**

Acrostic poems, shape poems, imagery poems, haikus, performance poetry, nonsense poetry...

Lesson Sequencing - week one, immersion

| Week 1 | Immersion | Imitation | |
|--------|---|--|--|
| | <ul style="list-style-type: none">● Prediction● Inferring from images of settings/ characters● Exploring features of examples (language/ structure)● Making notes● Drama/ role play● Text marking● Impact on the reader● What makes good/ what a good one looks like● Identifying inference | Shared writing to model creating a high quality text that exemplifies features | Respond to marking. |
| | | Plan and write an aspect of the final piece | Uplevelling and improving using classroom tools Children redraft into their extended writing/ big write books |

Lesson Sequencing - week two, experimentation

| W | Experimentation | Imitation | |
|------------------|--|---|--|
| e e k 2 | <p>Children experiment with the features of the genre</p> <ul style="list-style-type: none">● Sentence and text level activities● SPAG links to the genre● Grammatical elements of the genre● Vocabulary expectations for the genre | <p>Shared writing to model creating a high quality text that exemplifies features</p> <p>OR rewrite the key text/ an element from the key text in their own writing.</p> <p>Plan and write an aspect of the final piece</p> | <p>Respond to marking.</p> <p>Uplevelling and improving using classroom tools</p> <p>Children redraft into their extended writing/ big write books</p> |

Lesson Sequencing - week three, innovation

| | | | | | |
|-----------------------|---|--|---|--|--|
| W e e k 3 | Innovation | | | | |
| | This can be: | | | | |
| | <p>a new version of a story based on the key text</p> <p>a version of the story with one or more elements changed</p> <p>a new story based on the features of the genre</p> | | | | |
| | Based on identified structure, model creating a plan for the story. Children create story plans | Modelled writing with key features from word, sentence and text level exemplified. Children begin to write their stories. | Shared writing based on misconceptions and issues identified from the previous session. Children continue to write their stories | Modelled and shared editing to correct errors. Modelled and shared editing to improve and uplift writing. Children peer edit their writing – support/ scaffolds provided to support the children | Modelled and shared redrafting texts from the previous session. Make explicit the expectation for improving the text further during the redrafting process. Children redraft and publish into extended writing books. |

Diverse texts

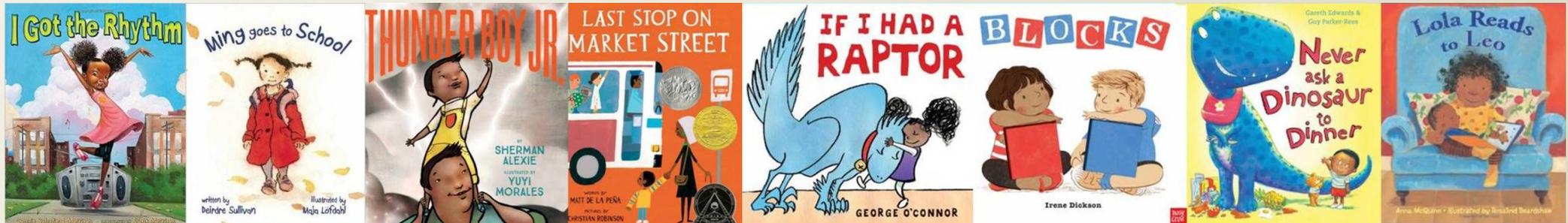
- **Our vision**

The English language and literature rightly deserve to be explored in terms of its important cultural heritage which helps to thread our common humanity, transcending time and place. However, pupils at our school also learn to appreciate the subject of English within wider global cultures too, understanding the impact of the richness that our multicultural past and present realities have had on our language and literature.

- **What this means in our school**

Our children are exposed to texts which cater for all. Every child deserves to feel represented and to see themselves within a text. Our texts are reviewed consistently to ensure they are in line with the current intake of our school.

- **Our texts**





Home reading

Across the partnership, we are using two different schemes for reading: Oxford Reading Buddy for KS1 pupils and Big Cat Collins for KS2 pupils.

Both schemes should be embedded by now, and if you have any issues in accessing either of these platforms, please inform the school by first alerting your child's class teacher who can contact the necessary people to help resolve the issue.

Oxford Reading Buddy- KS1



What is it?

The screenshot shows the login interface for Oxford Reading Buddy. At the top, there is a blue header with a white smiley face icon. Below the header, the word 'Hello!' is written in a large, bold, blue font. Underneath, there is a light blue box containing the text: 'Have you forgotten your username? Your username can be found on your Sign In card. If you have lost this, ask your teacher for help.' Below this box, there are three input fields: 'School code' with the text 't7nat' entered, 'Your username', and 'Your password'. At the bottom left of the input fields, there is a small blue icon with an 'i' and the text 'I need help with signing in'. A large green button with the word 'Start' is positioned at the bottom center. The Oxford University Press logo is visible at the bottom of the page.

- ? Oxford reading buddy is an online reading platform which allows children to read short texts/books
- ? They then answer a variety of questions on the text they have just read
- ? The platform then assesses their ability and understanding and sends this data back to the teacher to allow them to help the children in the areas they are struggling.

Big Cat Collins- KS2



Collins
BIG CAT



Collins ebooks

[Log In](#) [Register](#)

Email Address or Username

Password

Log In

[Trouble logging in?](#)

- Big Cat Collins is an online reading tool which allows children to read full texts from their devices.
- This eliminates the need to send home texts and worry about the need to sanitise and decontaminate any of our hard copy books.

End of day reading

- Research shows us that children who are read to develop at a much more accelerated speed than their peers who are not
- **Small acts of daily reading matter.**
- **Children who are read to daily hear up to 1.4 million more words than their peers who are not read to.**
- These include those rare words that are subject specific that help us to close that vocabulary gap.
- **The books which are used come from five text groups (5 plagues of the developing reader). The sixth term is teacher choice.**

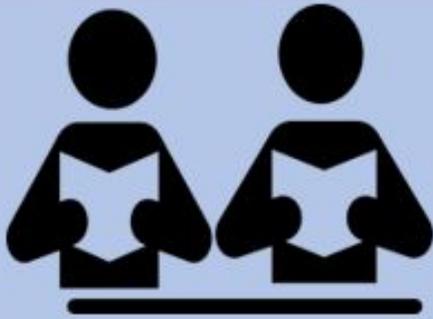
| E Y F S | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 |
|------------------|---|---|--|--|------------------------------------|
| | Archaic | Non-linear sequences | Narratively Complex | Symbolic Text | Resistant Text |
| | Goodnight Moon Margaret Wise Brown | The Trouble with Trolls Jan Brett | The Very Smart Pea and the Princess to Be Mini Grey | Grandad's Island Benji Davies | Lost and Found Oliver Jeffers |
| | Aesop's Fables (e.g. The Hare and the Tortoise, The Boy Who Cried Wolf, The Monkey as King etc.) Aesop | Black and White David Macaulay | Chester Melanie Watt | Wanted: The Perfect Pet Fiona Robertson | Tadpole's Promise Jeanne Willis |
| | The Three Bill Goats Gruff Paul Galdone | Grandpa John Burningham | Hey Little Ant Hannah and Phillip Hoose | Owl Babies Martin Waddell | Not Now Bernard David McKee |
| | The Tale of Peter Rabbit Beatrix Potter | | The Teddy Bear David McPhail | The Tiger Who Came to Tea Judith Kerr | |
| | The Ugly Duckling Hans Christian Anderson | Addition books for Nursery and Reception | | | |
| | The Cat in the Hat Dr. Sauss | Nursery | | Reception | |
| | Traditional Stories (e.g. Sleeping Beauty, Pinocchio) Various authors | Where's Spot Eric Hill | You Choose Pippa Goodhart and Nick Sharratt | The Gruffalo Julia Donalson | Handa's Surprise Eileen Browne |
| | Traditional Nursery Rhymes Various authors | Hug Jez Alborough | The Train Ride June Crebbin | Rosie's Walk Pat Hutchins | Six Dinner Sid Inga Moore |
| | The Three Little Kittens (poem) Eliza Lee Follen | Come on, Daisy Jane Simmons | | Mrs Armitage on Wheels Quentin Blake | |



Guided reading

- We are moving towards a Guided Reading structure that revolves around teaching comprehension skills to the whole class, five times a week.
- The whole class reads and learns from the same extract of text for the whole week.
- Two of the Guided Reading lessons will be verbal, with the children using the extract of text to help them answer questions.
- The children will have a reading journal and write in it during three of the Guided Reading lessons.

Guided reading in KS1

| Order | One | Two | Three | Four | Five |
|-----------------|---|--|---|---|---|
| Name of session | Text & Talk | Word Detectives | Thinking Caps | Building Blocks | Points of View |
| Image |  |  |  |  |  |
| Skill | Fluency and the skills of reading | Retrieval | Inference | Structure & grammar | Putting things into context |
| Examples | <p>How do we hold a book? Can you turn the page? What is this book about? Can you point to the front cover? What is an author? What is an illustrator? What is this book about?</p> | <p>What was the colour of the door? How old was the dog? Who did Sam live with? How many trees are there in this picture?</p> | <p>Was the little cat was having a bad day? Why? What was the weather like in this book?</p> | <p>Can you find a full stop in the book? Why does a book have a title?</p> | <p>Do you think you are like (name a character) in the book? Did you enjoy this book? Why?</p> |

Guided reading in KS2

| Day | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------|--|---|---|--|--|
| Name of session | Text & Talk | Word Detectives | Thinking Caps | Building Blocks | Points of View |
| Image |  |  |  |  |  |
| Skill | Fluency | Retrieval | Inference | Structure & grammar | Putting things into context |
| Outline | <ul style="list-style-type: none"> -Present text -Teacher to read with the text on display -Questioning on themes of the text -Highlight tricky vocabulary -Pupils to read in pairs/small groups -Précis the text verbally | <ul style="list-style-type: none"> -Revisit text -Retrieval questions -Teach skim and scan techniques -Précis the text verbally | <ul style="list-style-type: none"> -Revisit text -Inference questions -Teach technique that help pupils to go beyond literal text. | <ul style="list-style-type: none"> -Revisit text -Structure of the text -Grammar the author has used. | <ul style="list-style-type: none"> Revisit text -Encourage pupils to makes links with the text and their own experiences of the world. |
| Examples | <ul style="list-style-type: none"> What is this text about? What is the name of the genre of this text? | <ul style="list-style-type: none"> What was the colour of the door? How old was the dog? | <ul style="list-style-type: none"> Does this person enjoy polishing their bike? Why does the stranger look confused? | <ul style="list-style-type: none"> What is the function of the subheadings? Why has the author used an exclamation mark? | <ul style="list-style-type: none"> Would you want to be in the same position as the main character? Explain your answer. |
| Assessment | Each child has their own copy of the text and highlights unknown words/phrases throughout reading session. | Questions on IWB and answers shared verbally. | Questions in reading journals and answers are written independently. | Questions on IWB and answers shared verbally. | Questions in reading journals and answers are written independently. |



Explaining our Guided Reading format

- Children focus on different core skills that will develop their reading and comprehension skills.
- By **teaching** reading to our children, we are enabling them to become fully rounded and inquisitive readers.
- We model reading behaviours and comprehension by thinking out loud.

Vocabulary

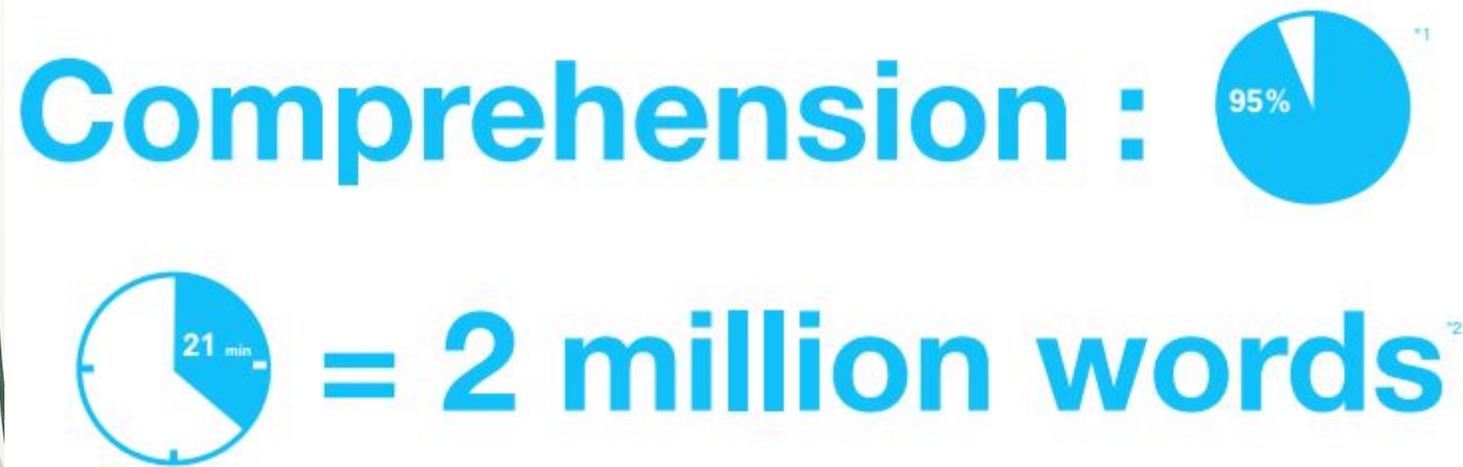
“Curriculum is vocabulary”

“Vocabulary is like mental Velcro - the more you know, the more 'hooks' you have to hook onto new words, experiences and understanding.” - Alex Quigley

Extensive research has shown that children who possess a good knowledge of vocabulary and who are able to apply it have better reasoning, inference and pragmatic skills, are more successful in education and employment and have better mental health.

Vocabulary

Some interesting statistics



To ensure a child understands a text, they must understand 95% of the words, especially considering that the unknown words may carry most of the new information in the text.

A child who reads for 20 minutes per day will gain knowledge of 2 million words over the course of one year.

Academic success KS1

The greedy man began to climb the vine, which did indeed lead to the moon. He immediately began searching for the glint of gold or silver, but found nothing. He felt sure that the bird had cheated him. "Wait till I get my hands on that bird!" he cried.



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Look at the paragraph beginning *The greedy man began to climb the vine...*

Find and **copy one** word that means the same as *sparkle*.

Academic success KS2

The Lost Queen

Maria and Oliver were quite a distance from the party when they found the little rowing boat in the grassy shallows of a small lake beyond the garden.

Glancing nervously behind her, Maria suggested that they row out to the island in the middle of the lake. Oliver looked at her questioningly. Maria explained that there was a secret monument on the island to one of her ancestors. This was a woman who had married a prince at the time when there was a struggle for the throne. The struggle had been between two rival families – one had a lion as its symbol, the winner had a bear.

"Come on," Maria said impatiently.

1

Look at the paragraph beginning: *Glancing nervously...*

Find and copy one word meaning relatives from long ago.

How we teach vocabulary

A broad and deep understanding of high level vocabulary is integral to every facet of learning.

Ensuring our pupils access, and confidently use, academic language is an essential part of every pupil's learning journey.

Explicitly teaching vocabulary can enrich knowledge and understanding of the world, and it's a useful proxy for a great deal of general knowledge in a range of other subjects.

Explicit vocabulary instruction is an integral part of every lesson and is woven into explanations, teacher and pupil talk, the development of reading skills and opportunities for all pupils to articulate themselves confidently.

How we teach vocabulary

Word of the week in every subject

Words are mapped out and sequenced so that they build each year

Define the word

Use an action/symbol to help remember it

Using in context and within sentences

Rehearsing it with action

Actively encourage children to use the word in writing

Word displayed in classroom

Development of reading skills

'Word finders' skill ensures children identify unknown words

Time is spent dissecting these words and children record their definitions

End of Day Reading

Children listen to modelled high level vocabulary

Exploring vocabulary across our broad, diverse and balanced curriculum in every single subject

Support at home: using vocabulary in different contexts

| | Places | Activities | Interests |
|-----------|--|--|---|
| | The park | Swimming | Pets |
| Dazzling | The sunshine at the park was dazzling. | His performance in the swimming race was dazzling. | The tricks that the dog could do were dazzling. |
| Nuisance | | | |
| Exhausted | | | |

Think of ways to use the words in different contexts

Spellings

Children will be expected to spell certain words in line with the curriculum, in order to achieve age related expectations for their year group.

In KS1, spelling homework centres on high frequency words or 'tricky words' (words that come up frequently in texts and cannot be sounded out with phonics) and words utilising the phonics sounds they have learnt that week.

In KS2, the spellings utilise a 'rule' which is applicable to that year group e.g. 'tion' in addition or relation or 're' in reuse, recycle.

**Please discuss word meanings and patterns in spellings.
How does the spelling rule change the word?
How can this help us when reading?**

Support at home

Reading the word

Say the word out loud with letter names

Write over the example using different colours

'Look, cover, write, check'

Mnemonics (big elephants can't always add up sums easily = because)

Segment words into individual sounds

Grouping similar words e.g. could, should, would
(but watch out for exceptions)

Chunking (Wed-nes-day)

Exaggerated pronunciation (for silent letters)



Challenge - can you say each word in a sentence?

Extra challenge - can you write each word in a sentence?

Support at home

Clapping out syllables or using rhyme/rhythm

Chanting the letter names to a familiar tune

Visualising the word using pictures e.g. **bed**

Finger tracing

Using wooden or plastic / magnetic letters

Movement whilst saying each letter e.g. jumping jacks

Finding real life objects or props that show meaning

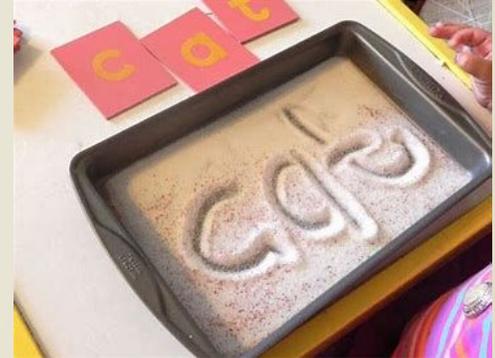
Mould letters out of plasticine

“Feely letters”, sand trays, shaving foam

Draw letters with glue and sprinkle glitter,

then trace fingers over the glitter

Online platforms e.g. Little Bird Spelling



Support at home

Take the time to talk

Turn-taking. The quality of our talk is obviously crucial and balanced turn-taking is vital.

Expanding and recasting. Your child may present an idea after reading a history book, “The soldier isn’t right”, it is recast and expanded upon using higher level vocabulary, “Yes – it is unreliable source isn’t it. What evidence made you think that and why?”

Extending and explaining. Explaining at length is the essential stuff of developing knowledge and understanding. We need children to have lots of opportunities for extended talk.



Support at home

Reading as much and as widely as possible

Online reading platforms

Use 'real' books whenever you can

Other forms of reading e.g. newspapers, magazines, blogs, comics

Model and promote reading for pleasure and enjoyment

Read higher level books out loud to them

Discuss new vocabulary and explicitly talk about it's meaning

Ask children to apply the newly learnt word in new contexts

Practise spellings as much as possible