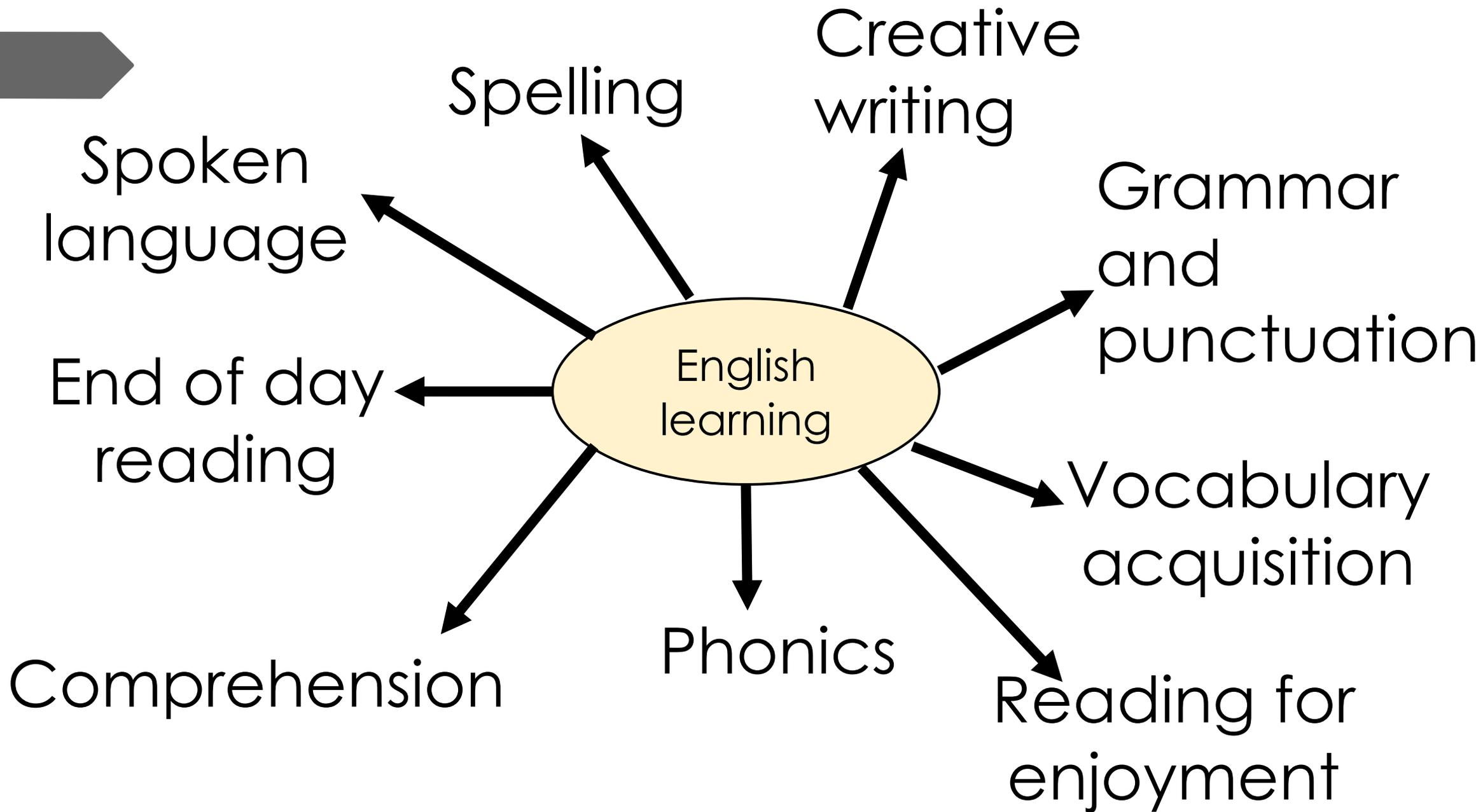


# English Workshop

2021

# Agenda:

- **Introductions**
- **Curriculum Overview**
- **Reading at Jessop**
- **Vocabulary at Jessop**
- **Supporting your child at home**



## Introduction to our Curriculum Approach

Our curriculum delivery is based on the principles of interleaving, creating multiple experiences so children encounter material more often. We deliver the teaching of our subjects through a topic based curriculum, mixing subjects to enable greater emphasis on context, and real life examples through the variety of topics we have chosen. This maximises opportunities for children to practice their skills and opportunities for incidental learning.



# Introduction to English

Jessop Primary School greatly understands the need for all pupils to develop their skills as effective communicators in all subjects. Moreover, we recognise the importance of communication in shaping every aspect of a pupil's current and future lives. Providing a high quality education in English is a vital way of ensuring our pupils are able to articulate themselves both in school and later public life. Creating a life-long love for the subject of English helps to support pupils' work across the curriculum, as well as enlighten their interactions with the world around them. It also acts as a gateway to increase their own cultural capital and enables pupils to access all possibilities life has to offer. Our teaching of English also places significance on the collective experience of other people embodied through the language they employ, and pupils learn about empathy, understanding, self-expression, and through this combination, about themselves and who they are.





# 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 wide range 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**

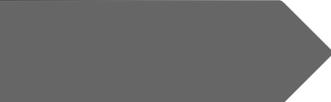
*Story exploration, narratives, diary entries, play scripts, setting descriptions, character descriptions ...*

- **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...*



# Immersion

At the start of a unit, the immersion lessons will involve ‘immersing’ groups with examples of the genre. This will include a lesson which allows the children to read/listen to/act out a range of examples, e.g. if the genre is newspaper articles, the children will have the opportunity to read and talk about a range of newspapers - preferably different types. They may even debate the bias nature of newspaper articles and discuss journalistic bias. Following on from this, time should be spent identifying and defining the features of the genre. These features will make up the features you will eventually expect to see in the child’s final piece. It is useful to include this in their books so that children have their own reference tool.

# Lesson Sequencing - week one, immersion

Week 1	<b>Immersion</b>	<b>Imitation</b>	
	<ul style="list-style-type: none"> <li>● Prediction</li> <li>● Inferring from images of settings/ characters</li> <li>● Exploring features of examples (language/ structure)</li> <li>● Making notes</li> <li>● Drama/ role play</li> <li>● Text marking</li> <li>● Impact on the reader</li> <li>● What makes good/ what a good one looks like</li> <li>● Identifying inference</li> </ul>	<p>Shared writing to model creating a high quality text that exemplifies features</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>

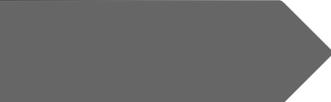


## Experimentation

This will involve the children being able to attempt to use the features and for them to work on their sentence and word level skills. This will involve sessions which focus on the grammatical elements of the genre. Their work should be linked to the overriding topic and should have a clear purpose in terms of their end-of-unit piece.

# Lesson Sequencing - week two, experimentation

Week 2	<p><b>Experimentation</b></p> <p>Children experiment with the features of the genre</p> <ul style="list-style-type: none"> <li>● Sentence and text level activities</li> <li>● SPAG links to the genre</li> <li>● Grammatical elements of the genre</li> <li>● Vocabulary expectations for the genre</li> </ul>	<p><b>Imitation</b></p> <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>
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# Innovation

The sequence of lessons will remain the same, regardless of the genre. The sequence is made up of:

-Plan

-Draft

-Edit

Re-draft/publish (extended writing)

It may be that you need more than one lesson of one of the above, for example, a story may require two days of draft writing.

# Lesson Sequencing - week three, innovation

W e e k 3	<b>Innovation</b>				
	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.

# Reading at Jessop



One of our biggest priorities is to instil a ‘love of reading’ in children at Jessop.

We have a number of ways in which we are working towards this goal:

# Diverse Texts

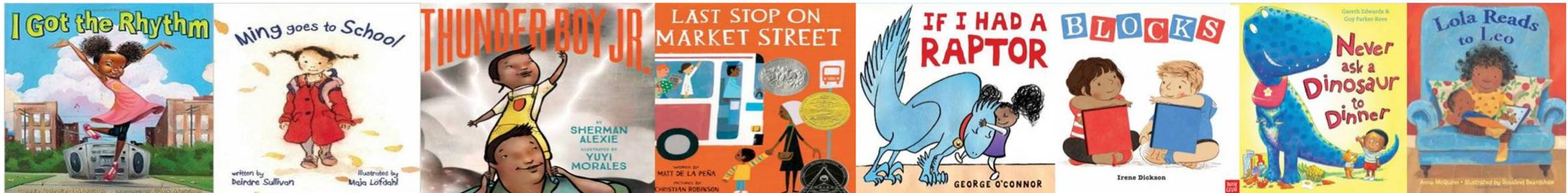
- **Our vision**

*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**





## Guided reading

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

# 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	<b>Addition books for Nursery and Reception</b>				
	The Cat in the Hat Dr. Sauss	<b>Nursery</b>		<b>Reception</b>		
	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		
	Traditional Nursery Rhymes Various authors	Hug Jez Alborough		Handa's Surprise Eileen Browne		
	The Three Little Kittens (poem) Eliza Lee Follen	The Train Ride June Crebbin		Rosie's Walk Pat Hutchins		
		Come on, Daisy Jane Simmons		Six Dinner Sid Inga Moore		
				Mrs Armitage on Wheels Quentin Blake		

# 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.

In addition to this, we have started to send home reading books with children. It is your child's responsibility to switch out a new book once they have finished reading their old one; their reading should be recorded as often as possible in their home reading journals.



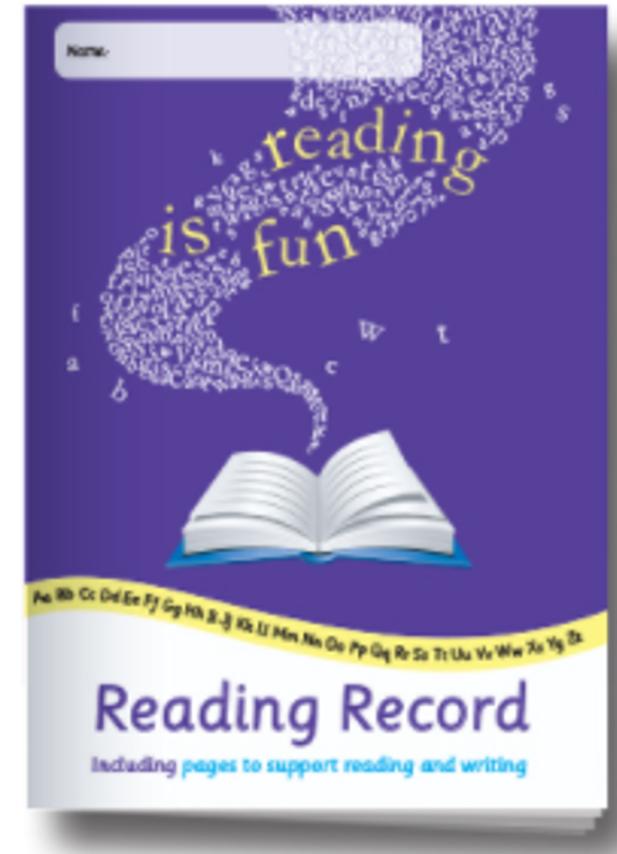
Oxford Reading Buddy



Collins  
**BIG CAT**

## *Oxford Reading Book Banding Levels*

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Libac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Libac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
		7	Turquoise
Year 2 / Primary 3	6-7 years old	8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
		8	Brown
Year 3 / Primary 4	7-8 years old	9	Brown
		10	Brown
		11	Brown
		12	Grey
		13	Grey
Year 4 / Primary 5	8-9 years old	14	Grey
		15	Dark blue
Year 5 / Primary 6	9-10 years old	16	Dark blue
		17	Dark red
Year 6 / Primary 7	10-11 years old	18	Dark red
		19	Dark red
		20	Dark red



# Oxford Reading Buddy- KS1

## What is it?



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.

The screenshot shows the login interface for Oxford Reading Buddy. At the top, there is a smiley face icon and the word "Hello!". Below this, a link asks "Have you forgotten your username?" with a sub-note: "Your username can be found on your Sign In card. If you have lost this, ask your teacher for help." The login form includes three input fields: "School code" (containing "t7nat"), "Your username", and "Your password". A link "I need help with signing in" is located below the password field. A green "Start" button is positioned at the bottom of the form. The Oxford University Press logo is visible at the very bottom of the page.

# Big Cat Collins- KS2



Collins  
**BIG CAT**

A screenshot of the Collins ebooks login page. At the top left is the "Collins ebooks" logo. Below it are two links: "Log In" (underlined) and "Register". There are two input fields: "Email Address or Username" and "Password". A blue "Log In" button is centered below the fields. At the bottom, there is a link for "Trouble logging in?".

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.
- During the height of the pandemic, this served to eliminate the need to send home texts and worry about the need to sanitise and decontaminate any of our hard copy books, etc/
- However, now it should be used as a way to supplement children's home reading books



# Vocabulary

**“Curriculum is vocabulary”**

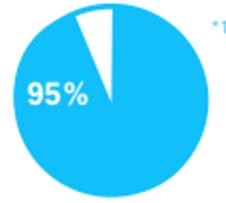
“Vocabulary is like mental Velcro – the more you know, the more 'hooks' you have to hook onto new words, experiences and understanding.” – Alex Quigley

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

Comprehension :



= 2 million words<sup>2</sup>

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.



16

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



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)

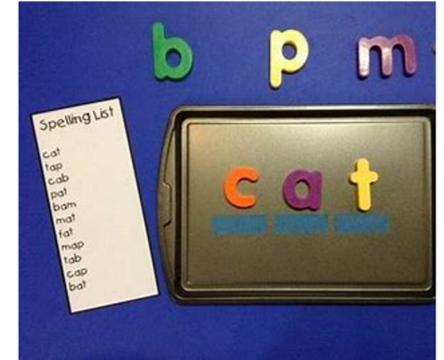
Segment words into individual sounds

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

Finger tracing

Using wooden or plastic / magnetic letters

Movement whilst saying each letter e.g. jumping jacks

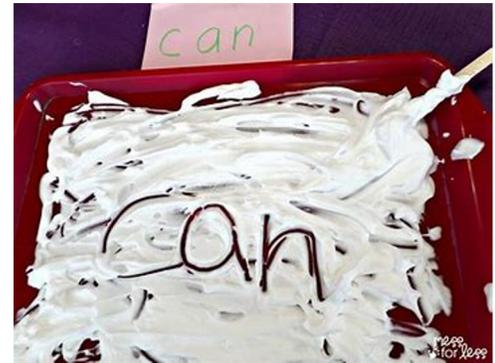
Finding real life objects or props that show meaning

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 its meaning

Ask children to apply the newly learnt word in new contexts

## **Practise spellings as much as possible**