



English Policy

Core Values

Readiness

Resilience

Respect

School Values

Independence

Ambition

Compassion

Co-operation

Initiative

Enjoyment

Responsibility

Confidence

Celebration

Kindness

Honesty

Individuality

Reviewed: Summer 2018

Introduction

At Kender, we recognise that language is a key building block in a child's development. Through the development of oracy skills we guide children to become good listeners, confident speakers, fluent readers and successful and lively writers. Children build up a bank of stories through oral storytelling using Pie Corbett techniques and explore a wide range of texts and how to write for a range of genres. The school also uses the Power of Reading, which offers support and training for teachers via the CLPE.

It is our aim for all children to be reading by the age of six. Children are taught about how to read for information and we have invested in an engaging library facility. We actively promote a love of books and reading for pleasure with teachers planning regular reading events that support mixed age learning, enabling older children to support and encourage younger readers. Drama aids the delivery of the curriculum; children in year five and six work with The Young Shakespeare Company and children lower down the school are supported with local puppet and theatre shows.

Our strategic aims and objectives

- To ensure that children enjoy reading for pleasure for knowledge
- To ensure that children learn to write with a sense of purpose and audience
- To ensure that all children receive a well-balanced English curriculum and are exposed to a range of genres
- To ensure that all children are given the opportunity to extend their knowledge and skills in reading and writing
- To ensure that in each year group there is a consistent approach to English teaching in order for children to build on previous learning and make progress

Our practice

Planning

At the beginning of each term, teachers are expected to provide a medium term plan, which includes an outline of English, Phonics/SPaG and Guided reading. Teachers then use this format to inform weekly teaching of English.

Medium term plans should reflect a balance between active learning and writing activities and should outline what the outcome of the unit will be.

Documents to aid planning:

- Power of Reading: for lesson sequences, teaching strategies and use of poetryline;
- Arbor: outline of skills and progression;
- Letters and Sounds: teaching sequences for introduction to phonics;
- Sounds-write: teaching sequences for phonics progression;
- Pie Corbett Talk4Writing: use of Jumpstart SPaG and Jumpstart poetry books and Talk4writing structure and techniques; and
- National Curriculum: access to spelling lists in appendices.

Teaching strategies

A range of teaching strategies allow the children to:

- Take on roles and voices of characters;
- Gives them opportunities to respond to and interpret texts in different ways;
- Enter the world of the story; deepen empathy and understanding of characters and their situations and deepen responses to reading;
- Offers opportunities to develop critical thinking;
- Respond to, understand and internalise language; and
- Internalise story structures.

Teaching strategies include:

- Role-play
- Freeze frames
- Hot seating
- Conscience Alley
- Small World
- Readers' theatre
- Junk modeling (characters)
- Illustration
- Exploring experiences through texts (cooking, trips)

See appendices for details on these teaching strategies.

Frequency and structure

The expectation is that English lessons are taught four to five times a week with four as a minimum requirement. There should be a minimum of three pieces of writing in the book per week. Practical work may be recorded in books or tweeted via the class twitter account.

Writing

Writing Aims

- To develop children in becoming efficient and effective writers who are able to write appropriately for a variety of audiences
- To develop children in acquiring the knowledge and skills to communicate effectively within a range of contexts
- To ensure all children can use the conventions of written language and grammar
- To ensure that all children experience a range of purposes and forms of writing
- To ensure all children follow the Kender handwriting policy

Structure of a lesson

EYFS

Due to the characteristics of learning in the Early Years Foundation Stage (EYFS); active learning, creating and thinking critically and learning through play, the provision of English in this phase varies from that of KS1. Teachers in EYFS provide children with language rich opportunities in role-play, both in the indoor and outdoor environments. These should be real life texts as much as possible. For example a home-corner role-play may have a Television guide, shopping lists, newspapers, magazines, telephone book and letter writing materials. Children should be given opportunities to mark-make in a range of ways and using a range of materials. Once formal phonics teaching has begun children should be supported with their writing in the environment by in the moment writing modelling.

During a typical English lesson at Kender it is expected that a SPaG starter will begin the lesson. An opportunity for children to embed and apply this skill should be presented within the main activity.

KS1 'Talk For Writing'

Kender uses the 'Talk for Writing' approach in EYFS and KS1. This enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version. It builds on three key stages: imitation, innovation and invention. For more information on these stages please see the appendices.

As part of the imitation stage, a text will be chosen from the CLPE and will be taught using a range of Power of Reading strategies to embed the story and bring it to life.

KS2 Power of Reading

By the time children move into KS2 most children have embedded the structure of different writing types. It is at this point the scaffolding of 'Talk for Writing' is withdrawn, allowing for a broader, creative approach. Children may write in a range of ways over a unit in this way but are still provided with a quality text model before writing. A variety of drama approaches, including hot seating, freeze framing and newspaper reporting allow the children to develop and extend their vocabulary and ultimately provide quality writing opportunities.

Modelled and Shared writing

Shared writing is a whole class activity where the teacher models the writing of the text. In shared writing, children contribute to the text by suggesting words or sentences to be used. The teacher demonstrates how to write and explains decisions. S/he will model thinking, rehearsing sentences, writing and re-reading constantly generating words and ideas. Across the key stages, teachers will focus on the purpose, audience, level of formality, structure and organisation of the text. A particular aspect of word, sentence level or grammar work provides an additional focus depending on the objectives and targets being worked on at that time.

Curriculum coverage

All children should be writing daily in some form across the curriculum using the skills and knowledge acquired in English lessons. Class teachers will follow the curriculum map to ensure that children are exposed to all genres and writing forms. It is important to provide children with a purpose for their writing so using classroom display or some form of publishing is useful.

Differentiation

Teaching for mastery in English aims for all children to be focussed on the same text and working towards the same objective. As part of the process, however, children may have different scaffolding made available to support them in reaching this outcome. Differentiated questioning and high expectations during the main teaching can be used to stretch all children. Children are encouraged to develop independence to choose appropriate scaffolding for themselves: Word bank, phonics sheets or dictionaries and thesauruses.

Guided Writing

Guided writing is an excellent way to aid and assess children in achieving their targets and making progress. Guided writing is a mini lesson within a English lesson itself. These groups are fluid and change all the time. They may include children who are generally emerging or children working at greater depth. They may also be target based (so those children who have the same writing target may be included in one guided writing session). The guided writing session may have a separate learning objective to that of the main teaching (for example, the class may be learning to write using different sentence starters, however the teacher has a group of children who are still not using full stops and capital letters properly. The guided writing session will involve those children learning to use full stops and capital letters properly so they can make the most progress).

Spelling, Punctuation and Grammar

Spelling, punctuation and grammar activities should be taught at the beginning of English lessons, similar to a mental starter in mathematics lessons. The content of these activities will be planned according to age related expectations. It is important that SPaG forms part of any shared writing, showing children how to apply what they have learnt. In addition to this, children in KS2 will attend daily timetabled lessons for SPaG, tailored to the current gaps in their SPaG knowledge.

Presentation and Handwriting

- EYFS/Year1 D'Nealian manuscript font
- Year 2+ D'Nealian cursive font

See separate handwriting policy for further information

Speaking and Listening

Speaking and Listening Aims

- To have all children develop into confident communicators
- To prepare children to communicate with a variety of audiences

Speaking and listening opportunities are included in English lessons and are an effective way to differentiate and challenge children working at greater depth as well as engage emerging learners. Speaking and listening can be used in drama activities, partner talk, and class discussions. Performing poetry and class debates also allow children the opportunity to develop their communications skills.

Reading

There is no such thing as a child who hates to read; there are only children who have not found the right book. —Frank Serafini

Reading Aims

- To build on the children's language experiences and early reading skills to develop children into independent readers who read a variety of texts for different purposes.
- To develop children as readers so they are able to enjoy reading for pleasure, alone or as a shared experience with an adult or their peers.
- To provide books in a variety of languages in order for children to develop a healthy knowledge of languages other than English and allow children of that culture to celebrate their heritage.

Reading at Kender

Children have regular opportunities to engage in independent and shared reading. Class teachers read a book aloud daily, where children are encouraged to think deeply about the text and ask and respond to questions. As well as a school library, each class has an inviting book corner and the school has reading schemes for beginner readers.

Phonics

The agreed method of teaching phonics is Letters and Sounds in EYFS and the 'Sounds- Write' programme in KS1+. Phonics is taught daily and differentiated to meet all learners' needs.

See the separate phonics policy for further information.

Guided Reading

Guided reading takes place daily. In KS1, these sessions include a mixture of teacher-led group work and comprehension tasks, follow up activities linked to the current group read, independent reading and even some time to simply immerse themselves in books. In KS2 there is a transition towards whole class teaching of reading skills.

The goal of guided reading is to enable learners to become independent, and able readers. There is a focus on developing the children's ability to become independent readers, thinkers and learners. The teacher is acting as the expert who guides the children through the text. Children are typically in mixed ability groups and read

individual copies of the same text. In KS1 it is expected that the teacher will read with each group once a week, modelling the skill to the children before they practise independently. In the following session children will be expected to apply the previously learnt skill working with the teaching assistant or HLTA.

The structure of a teacher led session:

- Teacher models the skill
- Children to read independently inside their head practising their use of the skill
- Questioning is used to assess children's understanding and ability to use the skill independently
- Teacher draws children back together for discussion

For further guidance on how to plan a guiding reading session please see the appendices.

Assessment

Marking responding to composition

One piece of learning per week should be marked in depth. The comments should be focused on composition and effect as well as the SPaG objective. Use the child's name and responding to the work as a reader eg: "Michael, this is a great sentence, I felt scared because of the adjectives you have used." "Well done for using dialogue Amy, I can get a clear picture of how the main character is feeling" All feedback should leave the writer feeling encouraged. In KS1 this may take the form of verbal feedback, the letters VF should be recorded to show that a discussion has taken place.

Marking that promotes independence

- Children should be encouraged to think about their own learning, eg 'Why do you think I like this?' 'what needs editing here?'
- If there is a clear misconception evident in a child's learning, give an example to show the child how to improve and encourage them to try again

Please refer to the Feedback and Marking policy for further detail.

Reading assessment

Guided reading sessions, one to one reading and reading journals should be used alongside Arbor to determine what level children are working at. During guided reading sessions the following strategies can be used effectively to assess children: questioning, listening, observing and discussing.

Writing assessment

Children will complete independent writing assessments once every half term at the end of a unit of writing. This will result in the class teacher having a minimum of six pieces of writing to help assess the child against. Children, parents and teachers will be able to see progress, which may not be in length, but in quality and style of writing. This clearly reveals what has been learned during the unit.

Our monitoring, evaluation and reporting

The English subject leader is given opportunities to work alongside other teachers. This time is used to monitor and evaluate the quality and standards of English throughout the school and enables the subject leader to support teachers in their own classrooms.

Teachers have the opportunity to contribute ideas for the English curriculum and teaching of English at Kender. These ideas and sharing of good practice is reflected in the development of the English policy.

Role of the Subject Leader

- To drive policy development;
- To drive the implementation of policy strategies;
- To support colleagues eg leading staff CPD, planning support, team teaching;
- To monitor and be accountable for progress in English– this may be done through scrutiny of work, observations and analysis of formal assessment data;
- To take responsibility for the choice, purchase and organisation of central resources for English, in consultation with colleagues;
- To liaise with other members of staff to form a coherent and progressive scheme of work which ensures both experience of, and capability in, reading and writing; and
- To be familiar with current thinking concerning the teaching of reading and writing, and to disseminate information to colleagues.

The subject leader will report on English to the Headteacher and will liaise with the named link governors.

Access to this policy document

This policy is available via the school office, is available on the school website or on request.

Policy agreed:

Policy review:

Appendix 1- Teaching Strategies

Role-Play

Role play and drama provide immediate routes into the world of a story and allow children to explore texts actively. Through role-play and drama, children are encouraged to experiment with the 'what if?' of plot and make it their own. Role-play is a particularly effective way for children to inhabit a fictional world, imagining what the world of the story would be like, and illuminating it with their own experience. It enables children to put themselves into particular characters' shoes and imagine how things would look from that point of view. Through drama and role-play children can imagine characters' body language, behaviour and tones of voice in ways that they can draw on later when they write.

Freeze Frames

Freeze-frames are still images or tableaux. They can be used to enable groups of children to examine a key event or situation from a story and decide in detail how it could be represented. When presenting the freeze-frame, one of the group could act as a commentator to talk through what is happening in their version of the scene, or individual characters can be asked to speak their thoughts out loud.

Hot Seating

In hot-seating, one member of the class role-plays a central character from a poem or story and is interviewed by the other children. This activity involves children closely examining a character's motivation and responses. Before the hot-seating, they need to discuss what it is they want to know and identify questions they want answering. If children have no experience of hot-seating, the teachers may initially need to take the role.

Conscience Alley

Conscience Alley is useful technique for exploring any kind of dilemma faced by a character, providing an opportunity to analyse a decisive moment in greater detail. The class forms two lines facing each other. One person (the teacher or a participant) takes the role of the protagonist and walks between the lines as each member of the group speaks their advice. It can be organised so that those on one side give opposing advice to those on the other. When the protagonist reaches the end of the alley, they make their decision.

Readers' Theatre

Reader's theatre is a valuable way for children to work in a group to perform the text. Children can begin marking or highlighting parts of the text, indicating the phrases or sections to be read by individuals or by several members of the group. This enables them to bring out the meanings, pattern and characterisation.

There are two different ways to use reader's theatre with your children:

- Have children rehearse, read and perform a previously prepared reader's theatre script in class. Discuss the story and invite children to give each other constructive criticism on their acting. You might use this as a kick-off to other literacy activities.
- Use a story or text and then adapt it into a reader's theatre script. Children will then rehearse, read and perform their script in class. You can do this as a shared writing activity to demonstrate the process. Feedback will be given not only on children's performances, and, if children prepare the script independently, on the creativity that went into their script adaptation.

While the first option is certainly the easiest to execute in your classroom, the second allows the children to really become involved in the literature, which is what reader's theatre is all about. The children will, unconsciously perhaps, be involved in analysing the structure, characterization, and description used in the literature. They will be stimulated to creatively adapt their piece and will really "own" their presentation.

Reader's Theatre – How to adapt a script

1. Choose a story or section of a book that is between 3-5 minutes long and photocopy it.
2. Decide what characters and narrators are needed and assign a marker colour to each.
3. Highlight all dialogue with the appropriate marker.
4. The text that is left is narration. Assign narration creatively by determining which character it pertains to and splitting it between the character and the character's narrator.
5. Add creative touches wherever possible.
6. You are now ready to assign parts and rehearse.

Illustration

All kinds of graphic representations help to make stories more accessible to children, especially to less experienced readers or bilingual learners.

Drawing and annotating

Opportunities to draw, both before and during writing, increase children's motivation to write, and can help them to think. Drawing can help all writers to plan their writing, develop their ideas and use vivid description.

Drawing and annotating characters

Drawing characters focuses attention on them: how they look; what they say; how they behave. To build their ideas of what a character is like, children have to refer to the text. They can also be encouraged to draw on the language of the text in making annotations around the drawings.

Drawing and annotating settings

Drawing story settings prompts children to imagine what a scene looks like, or visualise it from a particular viewpoint. Like drama, it enables children to enter the world of the story and provides support for writing.

Responding to illustration

The children's books featured on Power of Reading have been chosen because of the quality of the illustrations they contain and the ways in which the illustrations work with the text to create meaning for the reader. Children will need time and opportunities to enjoy and respond to the pictures, and to talk together about what the illustrations contribute to their understanding of the text. Children can develop their responses to the book by drawing or painting in a similar style to the illustrations.

Illustrating the text

Opportunities to illustrate a story during an activity such as bookmaking give children the chance to build on ideas that they have gained from talk, story making, role-play and drawing. They enable them to engage in creative re-interpretations of the texts.

Drawing comparison charts

A comparison grid is a visual way of recording similarities or differences in style, language or content, for example when considering the question:

How is this version of the story like that one?

Talking together as a whole class about how you might collect 'evidence' in this kind of way helps children to see patterns in text.

A chart could help with comparing story beginnings or looking at different characters.

Visualising

Asking children to picture or visualise a character or a place from a story is a powerful way of encouraging them to move into a fictional world. Children can be asked to picture the scene in their mind's eye or walk round it in their imaginations. Finally, they can bring it to life by describing it in words or recreating it in drawing or painting.

Using visual images

In the best picture books illustration and text work closely together to create meanings. Children are naturally drawn to the illustrations in a book and are frequently far more observant than an adult reader. Children's interest in images and their ability to read them can be developed through carefully planned interventions with an emphasis on talk. Discussions of this kind can include all children and help to make a written text more accessible. Time spent focusing on illustration can contribute to children's ability to read for meaning, express their ideas and respond to the texts they encounter.

Introducing a new book with a key illustration is a way to intrigue and motivate the children to want to find out more.

Ways of using illustrations to introduce a text include:

- Using the cover illustration encourage the children to predict what the text will be about, the genre, who the main character is.
- Conceal part of an illustration from a text to provoke discussion then provide the complete image to demonstrate how your interpretation changes according to the amount of information you are given.
- Children could be asked to list what they can tell about a character from an illustration, his/her appearance, lifestyle, and personality
- Ask children to think what characters in an illustration might be thinking, this alongside drama work using strategies such as freeze frame, could lead to writing in role.
- Ask children to raise their own questions about the puzzles in a given image, using the Aidan Chambers Tell me approach.

Images can be presented using an Interactive White Board or as an enlarged colour photocopy. For group work it is helpful to have laminated colour copies of the illustration.

Story Boxes

Story boxes create special opportunities to revisit the themes and storylines of a particular story. Typically, they consist of a shoebox containing a range of small toys and inspirational objects. The box itself can be turned into a setting for the story using a variety of collage materials and with sides cut to fold down. However, the box is at its most effective when something intriguing or unexpected is added. Children can use the box to story tell the next episode of a story or create another story with similar setting or characters.

Small World Play

Opportunities for small world play that are based on a known story promote talk about the shape of the story. They encourage children to discuss key elements such as character and plot and to make decisions about how they create the setting. As they play, whether as individual or in cooperation with others, they practise their narrative skills and 'try on' the different characters using different voices to bring them to life.

Puppets

Making puppets helps children to re-enact books and stories – helping them to rehearse the language and shapes of stories.

Immersive experiences

Children should be given as many experiences possible to immerse them in the text using their senses, such as cooking, tasting foods, smelly smell jars and touching real artefacts. For example when looking at the text for Goldilocks and the Three Bears the children may be invited to try eating porridge.

Appendix 2- Reading Strategies

The strategy check-helping our children learn to read

The purpose of a 'strategy check' is to give the children an opportunity to practise and remember the different strategies they need to apply in order to read and understand texts. These strategies include:

- **1-to-1 pointing:**
Children practise pointing using a sentence from the story.
Children show and use a pointing finger.
- **Predicting:**
Cover a word – predict what it could be and check. Model predicting a word – checking all searchlights.
- **Checking initial/final sounds – does that look right?**
Cover the first/last letter – predict, then check. Point to the first letter – get your mouth ready to make the sound. Find the letter on an alphabet card.
- **Applying phonics to read words**
List some more challenging words in the text – decode these together using phonics – predict/discuss the meanings.
- **Checking meaning – does that make sense?**
Explain that reading should always make sense (with the exception of nonsense words in the year one phonic screen).
Practise re-reading to check meaning. Read a sentence – check that it makes sense. Give the children two options – which one makes sense? Discuss what is happening on the page.
- **Re-reading to check**
Explain to the children the importance of going back and checking their reading. Model re-reading; practise re-reading.
- **Developing Readers**
Ask children to name the strategies they can use when they are unable to read a word. Ask the children to share the different things they can do when they don't understand a word, sentence or section of text.
- **Inferring meaning of unknown words:** list some more challenging words from the guided book on the board. Ask the children to read the words and predict what they mean. Read them the whole sentence so they can check their predictions.
- **Text layout:** analyse a page of text (eg non-fiction) – how is it organised? Why? How do we read it?
- **Decoding unknown words:** record difficult words from the text on cards or the board. Ask children to decode these words and explain how they know (ie syllables; phonics; knowing parts of words etc) or predict the meaning of the words.
- **Checking meaning:** read a sentence from the text, which is more challenging; discuss what it means and how they know.

Active reading strategies:

Asking questions while they are reading:

Visualising: read a section of text – ask children to think about what pictures they see in their head.

Predicting: read the opening paragraph. Summarize what they know so far and predict what might happen next – read the next paragraph to check.

Reading longer sentences (complex sentences): record the main clause from a complex sentence on the board – read it and discuss what it means – explain that authors often add more information to the sentence (subordinate clause) – add the subordinate clause and discuss what it means – add it to the main clause and discuss how the two clauses relate to each other – locate the comma and explain that the clauses are usually split by a comma.

Identifying the main points: read the opening paragraph of the text to the children and ask them to identify the main points – list these on the board and discuss why other information is not key to the story.

Scanning: turn to a page of the text and model how you scan the text for information – use a highlighter.

Skimming: model reading a paragraph quickly, looking for specific information (eg main characters; clues about setting).

Appendix 3- Planning Guided Reading

Year 1 to Year 6 should have guided reading sessions planned five days a week.

Children will be placed in mixed ability groups of no more than six. Class teachers will choose texts that link to the learning objective (chosen from the national curriculum statements on Arbor). Appropriate texts will be selected that allow opportunities to work towards specific targets. Texts should include a mix of fiction, non-fiction and poetry.

The structure of a guided reading session is:

- Teacher models the skill
- Children to read independently inside their head practising use of the skill
- Questioning is used to assess children's understanding and ability to use the skill independently
- Teacher draws children back together for discussion

Questioning

Key questions from the book will be planned for in advance. Class teachers will need a good knowledge of the text they have chosen for a particular group in order to plan effective questioning. Questioning will link to the learning objective and allow children an opportunity to extend and consolidate their reading skills. Questions (based on Bloom's taxonomy) should develop children's understanding at varying levels.

Allow children thinking time and invite them to expand on their answers.

Equality and reading

When teaching guided reading to EAL and SEN children, teachers will use pictures and visual cues to support discussion in order to aid comprehension. In addition, time should be spent discussing and defining new and unusual words. Teachers should ensure that specific strategies are modelled and give the children an opportunity to practise the strategies a number of times. EAL children will have opportunities to read books in dual languages. Class teachers will need to consider children's targets when planning effective guided reading sessions to ensure SEN children are being supported appropriately.

Children working at greater depth will be well planned for by taking into account their current reading levels and providing them with rich texts that allow them to build on their reading skills and develop their independent learning, reading and thinking skills.

Opportunities to discuss issues of race, gender etc. will be provided through the discussion of the resources used.

Resources

The guided reading resources are kept in a central location. It is the responsibility of all adults working in the school to return the resources in their original state.

Appendix 4- The Talk For Writing Approach (EYFS/KS1)

Imitation

Once the teacher has established a creative context and an engaging start using the Power of Reading and a text recommended by the cipe, a typical Talk-for-Writing unit would begin with some engaging activities warming up the text, as well as the topic focused on, to help children internalise the pattern of the language required. This is often followed by talking through an exemplar text, supported visually by a text map and physical movements to help the children recall the story or non-fiction piece. In this way the children hear the text, say it for themselves and enjoy it before seeing it written down. Once they have internalised the language of the text, they are in a position to read the text and start to think about the key ingredients that help to make it work. This stage could include a range of reading as-a-reader and as-a-writer activities, such as boxing-up to help the children to analyse the features that have helped to make the text work. In this way the class starts to co-construct a toolkit for this type of text so that they can talk about the ingredients themselves – a key stage in internalising the toolkit in their heads.

Innovation

Once the children have internalised the text, they are then ready to start innovating using the pattern of the text. Younger children and less confident writers alter their text maps and orally rehearse what they want to say, creating their own version. The key activity in this stage is shared writing, helping the children to write their own by “doing one together” first. This could begin with using a boxed-up grid (innovating on the exemplar plan) to show how to plan the text and then turning the plan into writing. This allows the children to see how you can innovate on the exemplar text and select words and phrases that really work. Demonstrating how to regularly read your work aloud to see if it works is important here. This process enables the children to write their own versions through developing their ability to generate good words and phrases and also, hopefully, develops the inner judge when they start to decide why one word or phrase is best. If, during this process a teaching assistant flip-charts up words and phrases suggested, these can be put on the washing line alongside the shared writing so when the children come to write they have models and words and phrases to support them. Throughout the shared writing, the children should be strengthening the toolkit so they start to understand the type of ingredients that may help. Once they have finished their own paragraph/s children should be encouraged to swap their work with a response partner. The whole class can also discuss some of the more successful work. Time now needs to be found to enable the children to give their own work a polish in the light of these discussions and

perhaps to begin the dialogue about what works by writing their own comment on their work for the teacher to comment on.

Invention

The teacher now has the opportunity to assess the children's work and to adapt their planning in the light of what the children can actually do. This stage could begin with some activities focused on helping the children understand aspects that they were having difficulty with and should include time for the children to have a go at altering their work in the light of what they have just learnt so that they start to make progress. This stage will continue to focus on the next steps needed to support progress so the children can become independent speakers and writers of this type of text. Perhaps some more examples of the text are compared followed by more shared writing on a related topic and then the children can have a go themselves on a related topic of their own choosing. Again this section will end with response partner and whole class discussion about what features really worked, followed by an opportunity to polish your work. This process also helps the children internalise the toolkit for such writing so that it becomes a practical flexible toolkit in the head rather than a list to be looked at and blindly followed. At the end of the unit, the children's work should be published or displayed.

Appendix 5- Power of Reading (KS2)

The Power of Reading is a training initiative set up by the Centre of Learning for Literacy in Primary Education (CLPE). The Power of Reading and Power of Reading in the Early Years are proven to raise children's literacy achievement and engagement. More than 5000 teachers have taken part in the projects, which enhance teachers' knowledge of high quality literature and develop their ability to use it creatively in the classroom.

The teaching strategies set out in this document are closely linked to the drama and oracy activities outlined by the CLPE as quality teaching strategies for developing the progression and enjoyment of reading and writing at the primary age range. Teachers training at the CLPE for the Power of reading course attend four dates over a year, sharing best practice with other schools in the London area.