



Co-op Academy
Penny Oaks

English at Co-op Academy Penny Oaks



Staff Handbook

Introduction

Great books are at the heart of all we do at Co-op Academy Penny Oaks. Throughout our curriculum our children are immersed in quality texts linked to their theme. We place a strong emphasis on teaching the skills of reading throughout the whole curriculum and use quality texts throughout school to inspire a love of reading. We aim for our children to leave our school not just with basic skills in reading and writing but with a lifelong enjoyment of reading.

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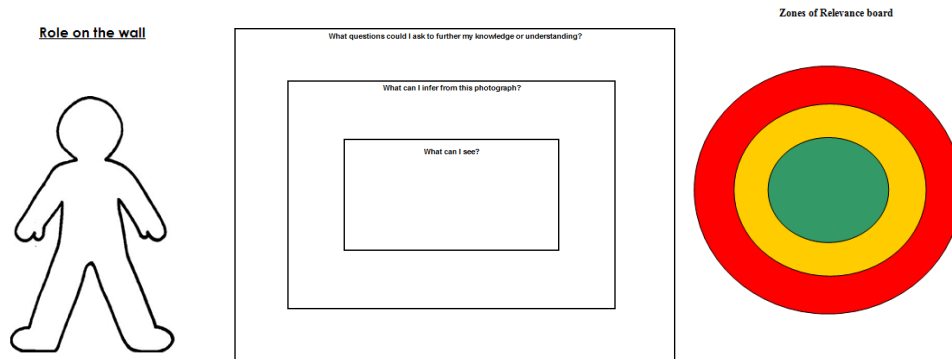
Planning writing

5-phase approach

- Planning should cover the 5 phases – Prediction, comprehension, text structure, grammar and writing – this is usually a 3-week unit of lessons; however, this doesn't always have to be the case, teachers can be flexible depending on the unit of work and the needs of the children.
- Teachers should first decide the writing outcome and who it is specifically for (purpose) and then identify the skills they need to teach the children.
- Vocabulary to be taught in the unit should also be identified at this stage
- A WAGOLL based on the main writing outcome should be written.
- Teachers should then plan a series of lessons based on the key features of the WAGOLL in accordance with five phases - This is the learning journey.

The Prediction Phase

including comprehension and text structure



The purpose of these phases is to immerse the children in the text and genre of the text. This phase focuses on understanding the text and getting the children excited to read and write.

Activities during this phase include:

- Predictions
- Comprehension
- Text structure
- Identifying key features of genre
- Sequencing
- Vocabulary
- Drama/oracy
- Wider reading – satellite texts

- **Prediction** – teachers begin new units with some prediction about the new text. The purpose of the prediction phase is to give children the opportunity to practise the key reading skill of prediction and the engage them in the text – activities can include: Props bag and props dice game, Thoughts grid, Word cloud, Anagrams, Big envelope, Inference square

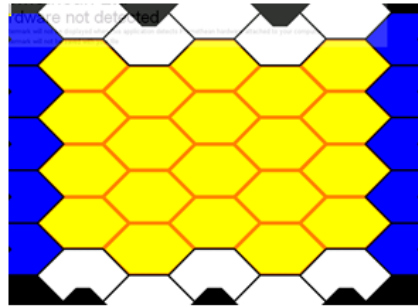
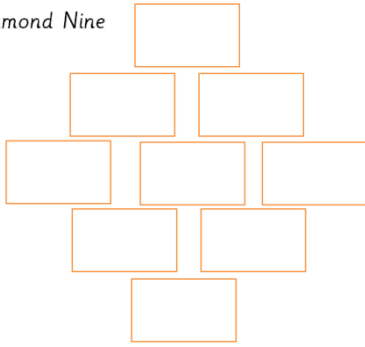
- **Comprehension** - Shared reading and guided reading linked with main text by topic or genre. Comprehension activities also include:

Inference tasks based on pictures from the text, questioning and discussion of themes, inference linked to characters, sequencing activities.

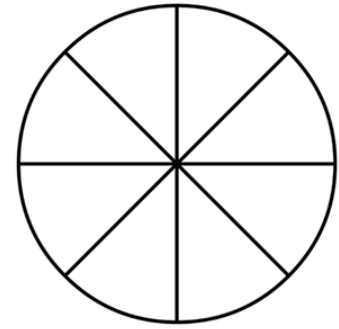
- **Text structure** – activities aimed at teaching children to recognise the structure of a text – these can include:
 - Identifying the 5Ps
 - Story ladders
 - Speech bubbles/texts
- **Sequencing**
- **Identifying key features of a genre** – children use the WAGOLL to identify key features of a text – what do they need to include to be successful in their writing?
- **Vocabulary** – children are taught key words from the text using a variety of games (further information on how we teach vocabulary can be found later in this booklet)
- **Drama/oracy** – These activities are used to further immerse the children in the text and to allow them to emphasise with characters. Activities include: hot-seating, conscience alley, talking points, role play
- **Wider reading** – Teachers aim to immerse the children in the text and genre by sharing satellite texts with them which broadens their repertoire of books

The Grammar phase

Diamond Nine



SPAG Spinner

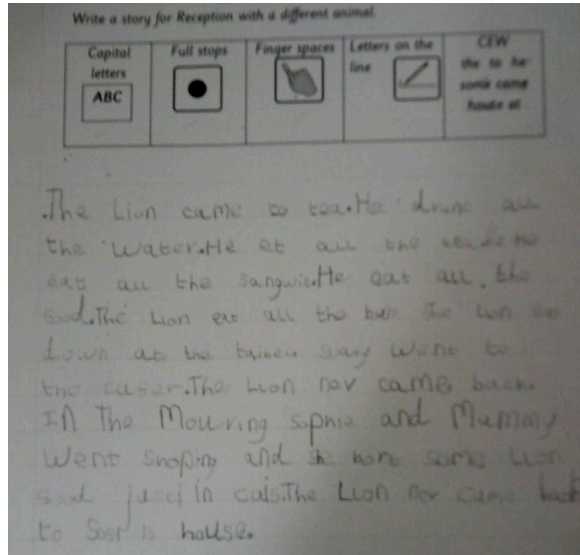
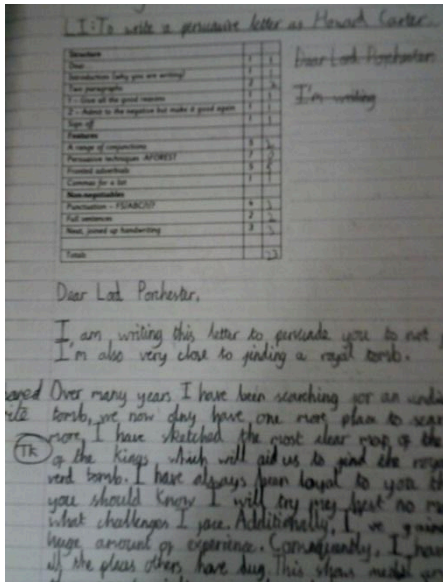


The purpose of the grammar phase is to teach children the grammar and punctuation needed to be successful in the writing phase. Activities include:

- Spinner
- Blockbusters
- Diamond nine
- Noughts and crosses
- Secret sentences
- Label the parts
- Strike it out
- Slow writing
- Family fortunes
- Fast writing

The grammar activities and games are designed to allow children to practise using the different grammar and punctuation types needed for the writing phase

The writing phase



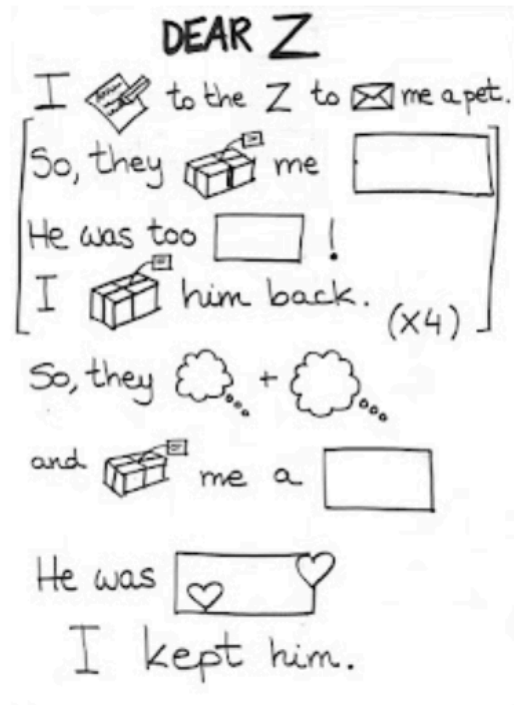
- The purpose of this phase is to give children the opportunity to put what they have learnt in the previous phases into practice independently.
- During this phase the children are given the opportunity to plan, draft, write, edit and publish. Each stage is modelled by the teachers through the use of shared writing sessions.
- Teachers should use the WAGOLL during this stage as a model of the expected final outcome.
- Children should be given dual success criteria to ensure they include all that is necessary for the piece they are writing. This will be referred to throughout the writing process and checked at the end of the writing by both child and teacher.

The Editing Phase



- The editing phase takes place after the writing phase - these are the focussed sessions in which children proof-read, revise and redraft their work
- Editing and redrafting are modelled by the teacher using the class visualiser so children can see the editing and redrafting first hand.
- We use the following editing methods:
 - 1. **Proof reading:** Learning how to read our writing to spot mistakes and opportunities to improve
 - 2. **The "CUPS" Method:** A simple framework for technical accuracy.
 - 3. **The "ARMS" Strategy:** Techniques for boosting vocabulary and sentence structure.
 - 4. **Peer Editing:** How children can support one another in an "Editing Stations" environment.
- Please refer to our [“whole school progression in editing”](#) document for the full information on our approach to editing.

English lessons in EYFS



- In Nursery and Reception classes children learn an oral story map of the key text they are learning. This helps the children to internalise the story structure and is also part of our oracy curriculum.
- Actions are learnt alongside the oral story map to help the children remember and recite the story.
- Activities linked to the key text are then available in provision for the children to embed the story and characters.

Guided Reading

Prediction			
Teacher Read Aloud			
Vocabulary Check - 7 Steps			
Paired read aloud			
Vocabulary check - children's selection			
Timed retrieval			
Graphic question			
Written question - inference			
Summary and other activities?			

- Guided reading is taught whole class from years 2 – 6. In year 1 children are grouped depending on their phonics phase.
- Whole class guided reading includes each week: prediction, teacher read aloud, vocabulary check, paired reading, comprehension questions and summary activities.
- The whole class (except where this is not appropriate) should be reading the same text this is to ensure the majority of children catch-up and keep-up. Where children are unable to access the text, teachers can decide to differentiate the reading as necessary.
- Reciprocal reading roles are used throughout most sessions of guided reading
- Each class should have at least 3 guided reading sessions a week
- All reading tasks should be recorded in literacy books to further strengthen link between reading and writing

Reciprocal reading



- Reciprocal reading roles are used to improve reading comprehension through the use of four strategies: predicting, questioning, clarifying and summarising
- They are used to enable pupils to become metacognitive and reflective in their strategy use and use the social nature of learning to improve and scaffold reading comprehension
- The reciprocal reading roles should be used throughout all reading sessions – guided reading, whole class reading and shared reading.
- Reciprocal reading skills will need to be directly taught and modelled to the children and developed from year 1 onwards.

Promoting a love of reading



- Our curriculum is guided by quality texts which the children are immersed in.
- The various texts used in classes are linked to the class topic either by theme or genre.
- Wider reading is promoted through the use of satellite texts which help to deepen children's understanding of their topic.
- We further promote a love of reading through our learning environments, displays in corridors are linked to our brilliant books or whole school writing topics and on every classroom door is a label to show what the adults in that class are currently reading.

DEAR

Drop everything and read



- We promote independent reading through our DEAR (drop everything and read) sessions
- Each class has a DEAR session at the same time each day, this session is at the same time as the rest of their key stage – so the whole key stage is reading at once.
- Everyone in the class reads their book at this time including the adults so that they can model reading for enjoyment/pleasure. Children who can read independently do so and those who can't yet access a text by themselves are supported by their teachers or peers.

100 Books to Read Before you Leave Primary School



- To further promote a love of reading and to ensure our children read a wide range of literature, including classic texts, we have 100 books to read before you leave our school.
- The books can be read by the children or to the children as part of lessons or as class readers
- Each class has a “passport” to record when the books have been read. These are passed up to the next teacher each year – this way children can track which books they are still to read.

Class readers



- All classes have class readers, these are books which classes read together that are ideally linked to the class topic but are chosen for enjoyment
- This is an opportunity for the teacher to model fluent reading and for the whole class to be engaged in reading a book together.
- Class readers should be read with the class at least 3 times a week but ideally every day
- The session should last about 15 minutes and could take place at the end of the day. Teachers should allow time within this session to discuss the text with the class but this discussion is not the focus of the session and should not detract from the enjoyment of sharing a text together

Individual reading



- Children are encouraged to read independently at home. Children have the opportunity to borrow books from the library, book swap box or buy books from non-profit book sales in school.
- Reading records books are checked weekly to identify those children not reading at home and therefore need to read to an adult in school – class teachers will set up their own systems for monitoring reading record books.
- We use the accelerated reading programme which allows children to select texts and take comprehension tests independently. Accelerated Reading scores are part of the teacher's assessment for reading.
- Children are given opportunities throughout the day to read independently a book at their reading level. All children take part in DEAR (Drop Everything and Read)

Reading across the curriculum



- Reading and reading comprehension should take place every day.
- Shared reading and comprehension of texts should not be limited to English or guided reading sessions.
- Shared reading should take place daily in each class – in English sessions and topic sessions.
- Teachers should model the comprehension process by reading and inferring aloud with the class.
- It is expected that the majority of topic sessions should include shared reading and comprehension of texts linked to the topic.
- Talking points – thought provoking statements to initiate talk and discussion – can be used in all subjects and linked to topic/reading

Learning Environment

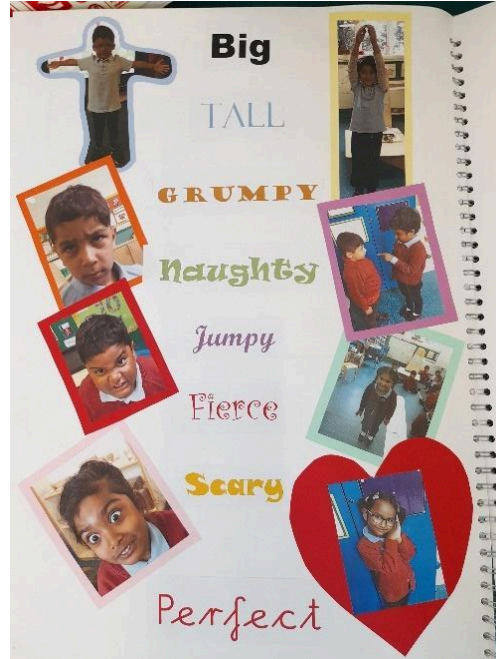
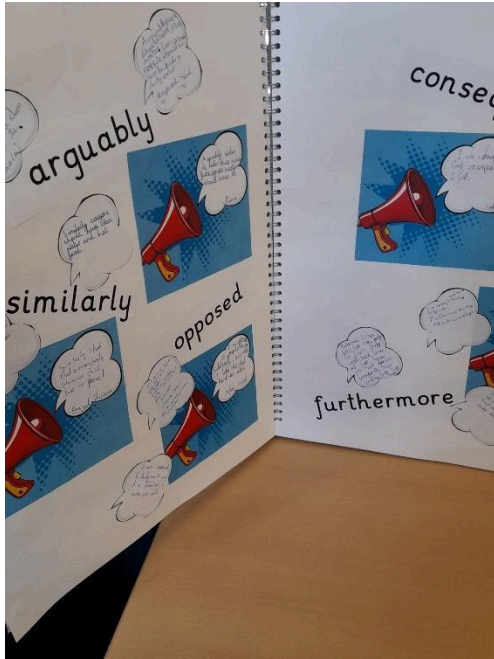


Each class should have an English working wall that contains the following:

- WAGOLL
- Shared writing
- Prompts
- Sentences openers
- Evidence of links between reading and writing
- Vocabulary for the week/unit
- Grammar focus for the unit
- Spelling words

Each class should also have an inviting reading area that is a stimulating and engaging place to read. A wide variety of high-quality reading material should be on offer in this area for the children to access independently.

Teaching Vocabulary



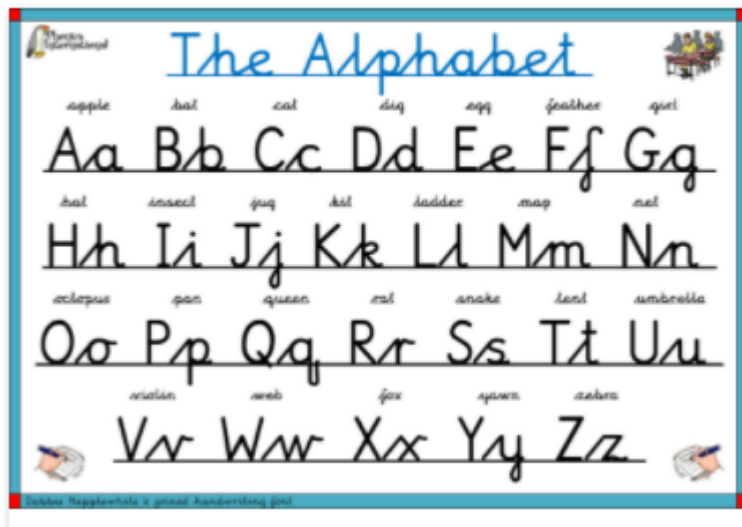
- We use a systematic method for teaching Tier 2 vocabulary from year 1 - 6
- Five Tier 2 words should be taught weekly through use of vocabulary games and activities.
- These words should be displayed on the working wall and used throughout shared writing and evidenced in the children's independent work
- A record of all the words taught should be kept in the classroom; this could be a class book or a permanent display.

Spelling

Spelling frame

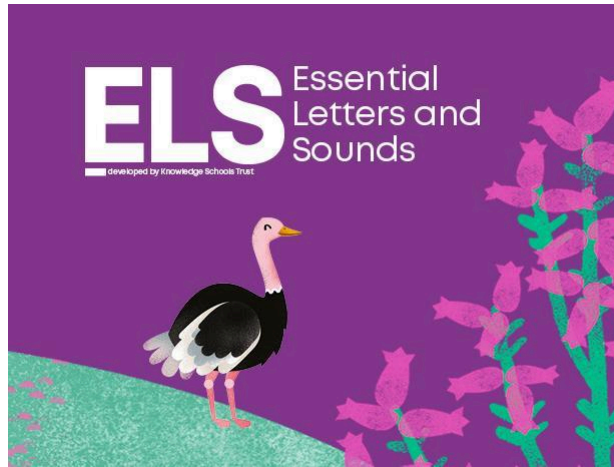
- Spelling is taught during a half-hour focused lesson each week which is identified on each class timetable.
- Spellings are embedded through games and other manipulatives used within English lessons, as well as other areas of the curriculum.
- The choice of spelling pattern taught is dictated by the yearly overview for each year group. Spelling patterns from the previous year are revisited each year in order to consolidate rules. Guidance for the statutory and non-statutory teaching of these rules is taken from the National Curriculum
- Children access 'Spelling Frame' at <https://spellingframe.co.uk/> during basic skills sessions. They can practise any spellings set for them by their teacher and complete tests.

Handwriting



- We use Debbie Hepplewhite handwriting resources to teach handwriting. This is print font up until the summer term of Year 1 when we start to introduce cursive font.
- In EYFS we use the “Squiggle While you Wiggle” and “Squiggle me into a Writer” programmes until the summer term in Reception.
- From the summer term in Reception and throughout KS1 children receive daily handwriting lessons using the Debbie Hepplewhite fonts
- Handwriting practice takes place three times a week in LKS2 but is taught at the discretion of the teacher in UKS2 depending on the needs of the class.
- In KS2 handwriting interventions are used to help children who do not use cursive script – interventions include Theraputty which is designed to strengthen the wrist, hand and finger muscles to improve pencil grip. Theraputty interventions are also used in KS1.
- Please refer to our [whole school progression in handwriting](#) document for full details of our approach to handwriting.

Phonics



- Daily phonics sessions take place in Early Years and Key Stage 1. Phonics is planned and taught following the Essential Letters and Sounds programme. Phonics is taught to the whole class; our expectations are that children keep up rather than the need to catch up
- All classes have a phonics file which contains everything that you need to know about phonics(e.g. class trackers, planning, long term plans etc.)
- In Year 1 and 2 targeted children are given additional phonics interventions from an experienced phonics practitioner.
- Key Stage 1 and Early Years have regular phonics meetings/workshops with parents.
- If a child does not achieve the appropriate standard in the Year 1 phonics screening additional support will be put in place.

Writing moderation

Piece A: Narrative

After class reading and discussion of 'Jack and the Beanstalk', pupils were asked to use a story map to plan their own version of the tale and select one aspect to change in their re-telling.

C = Composition GP = Grammar and Punctuation T = Transcription

2016 KS1 English writing exemplification

This reading mirrors the main events of the original tale, apart from the aspect the pupil chose to change – the protagonist's gender. The purpose of the narrative to engage the reader is clear, and is achieved through drawing on features of the original tale, e.g. repetition (colder and colder and colder; Cheap... cheap... cheaper) and the writer's own elaboration (a trickety, old and wooden house; the lolly, white, custy cow(s)).

An appropriately brisk style of narration, established in the opening lines, is maintained successfully throughout this detailed and extended piece; the conclusion is abrupt, but appropriate to a traditional tale.

Sentences with different forms are used appropriately throughout: much of the narration is achieved through statements, whereas questions (Who are you? Can you sell Daisy...?), a command (Go to your room...), and an exclamation (What a lucky escape that was!) are all effectively incorporated into the dialogue.

Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a trickety, old and wooden house. They got there precios money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy,

"Can you sell Daisy because she is too old and in return get some money?"

"Sure," replied Poppy and set off in the dusty allaway.

On the dusty allaway she trotted until she met a stranger.

"Who are you?" whispered the stranger.

"I am Poppy," suggested Poppy.

"It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger. Poppy thought it was an extraordinary idea, so she agreed and took the five magic tiny seeds.

Expanded noun phrases give precise detail to the opening scene. (GP)

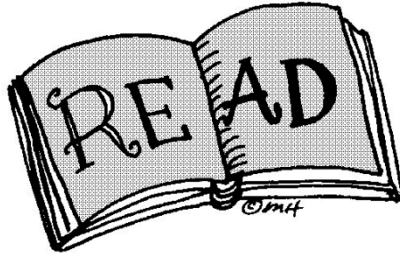
Apostrophe marks singular possession. (GP)

Subordinating conjunctions (because, until) extend sentences and add detail. (GP)

Correct and consistent choices of tense: the simple past for narration and the simple present for dialogue. (GP)

- There is a writing exemplification file to support the moderation of writing - all teachers have access to this.
- The file has writing examples from across each year groups which have been annotated against the key objectives for end of each year group expectations
- We aim to participate widely in regular external and internal writing moderation.

Reading at home



Home Reading Record

- All children have reading record books for home/school communication on reading which should be completed/checked in school each week.
- All children are encouraged to read at home. In Reception every child has a rocket word book (1-100 high frequency words) when a child can read all of the words on each rocket they will receive a special prize.
- Children change their books frequently.
- Children in Key Stage 2 can complete their own home-school records if they change their book, noting the date and name of the book. Children in Foundation Stage and Key Stage 1 will be helped by an adult.
- If a child loses their reading record it must be replaced immediately. If a book is sent home and does not return then a 'lost book' letter needs to be sent home.