

Dorchester Primary School



Literacy Policy

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1. Introduction:

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school as it underpins teaching and learning in all other curriculum subjects. At Dorchester Primary School, we recognise that without effective communication, little achievement can be made; we know that we have a duty to ensure that English teaching is a priority from the moment that children embark upon their school journey and we believe that literacy, and confident use of the English language, is fundamental to a child's overall development.

2. Aims:

At Dorchester Primary School, we strive to create a community of children who love to read! We wish for all our children to develop the joy of getting lost in a book and as such aim to instil a love of reading from the moment that our youngest pupils start their journey with us and continue to develop this right up until the children leave us and move onto their secondary placements. By the time they leave us, our Dorchester pupils will have a wide and varied reading diet, filled with Fiction, Non-Fiction and Poetry; they will have experienced all of the wonders of reading and will have a desire to continue on their quest to discover new and wonderful worlds through the power of books. By developing a comprehensive range of reading skills, we aim to foster in the children a love and appreciation of a variety of literature and provide them with a rich and experiential reading diet. The skills taught throughout our reading sessions will enable them to access all aspects of the curriculum.

Through our systematic approach to teaching writing, we aim to provide children with the skills needed to express themselves across a wide range of genres and across a range of curriculum areas. We aim to equip our pupils with the skills to write for pleasure and for purpose, using appropriate techniques that create an effect on the reader.

Pupils at Dorchester Primary School will leave UKS2:

- reading with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;

- with a love of reading and a desire to read for enjoyment;
- writing with stamina, flair and grammatical skill to effectively communicate meaning and emotion;
- with an interest in words and their meanings; developing a growing vocabulary and its appropriate use in spoken and written forms;
- understanding and enjoying a varied range of text types, media types and genres;
- able to purposefully write in different styles and forms appropriate to the situation;
- using their encouraged creativity, inventiveness and critical awareness;
- having built suitable technical language techniques to articulate their spoken and written responses.

3. Statutory Requirements:

The policy should be read in conjunction with the Early Years Foundation Stage framework and the National Curriculum. These set out the rationale for teaching each area of the English Curriculum and specify the skills that will be developed for the majority of pupils in each year group.

In the Foundation Stage children are given opportunities to:

- speak, listen and represent ideas in their creative activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate

Pupils at Dorchester PS by the end of the Foundation Stage should:

- listen attentively in a range of situations;
- listen to stories, anticipate key events and respond with relevant comments, questions or actions;
- Give attention to what other say and respond appropriately, while engaged in another activity;
- Follow instructions involving several ideas or actions;
- Answer 'how' and 'why' questions about their experiences and in response to stories or events;
- Express themselves effectively, showing awareness of the listeners' needs;
- Use past, present and future forms accurately when talking about events;
- Develop their own narratives and explanations by connecting ideas or events;
- Read and understand simple sentences;
- Use phonic knowledge to decode regular words and read them aloud accurately;
- Read some common irregular words;
- Demonstrate understanding when talking with others about what they have read;
- Use phonic knowledge to write words in ways which match their spoken sounds;
- Write some irregular common words;
- Write simple sentences which can be read by themselves and others;
- Spell some words correctly and other in a phonetically plausible way;

In Key Stage 1 and Key Stage 2, all pupils will access the National Curriculum in the areas of spoken language, reading, writing, grammar, punctuation and spelling. The National Curriculum content is split further into Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Year 5 and 6).

At Key Stage One children learn to speak confidently and listen to what others have to say. Learning to independently read and write enthusiastically, the children use language to explore their own experiences and imaginary worlds. Children are given opportunities to speak and listen throughout all subject areas.

At Key Stage Two children learn to change the way they speak and write to suit different situations, purposes and audiences. Reading a varied range of texts, allows the children to experience and develop their skills in responding to the different layers of meaning to each text type. The focus is on how the structure of language works in their exploration of genres, text types, media and non- standard English literacy texts.

4. Teaching and Learning.

Foundation Stage

Upon entering the Foundation Stage, children will be immersed in a print-rich environment. They will be exposed to a wide range of books through daily story telling sessions, along with core texts that underpin their work in writing. Poetry and Non-Fiction text types are also explored each half term. Children will begin to learn basic literacy skills through exposure to exemplar texts (WAGOLLS) and will use the Talk for Writing approach to internalise these texts and practically explore basic punctuation before creating simple innovations to 'make the text their own'. Our individual Talk for Writing in EYFS document (**Appendix 3**) outlines this process in more detail. Daily discreet phonic lessons are in place, with planned opportunities for the children to develop their communication, language skills on a daily basis in both adult led and child initiated activities.

Our Intent, Implementation and Impact document for reading (**Appendix 1**) and writing (**Appendix 2**) in the EYFS state that children will be introduced to reading and writing through the following:

- adult led storytelling sessions
- sharing books together with their peers and UPKS2 'book buddies'
- sharing rhymes
- exploring print in the environment
- sharing books with their parents in parental engagement sessions
- sharing books with their parents with chatterpacks at home
- Phase 1 phonics sessions

In EYFS, reading, phonics and writing will be promoted with:

- daily phonics teaching
- 1:1 reading
- storytime
- group reading sessions
- a print and book rich environment
- free book bags
- home school reading books and records
- Bug Club membership to access at school and home
- chatterpacks and library access
- parental stay and play sessions
- reading rewards
- tapestry

Early writing will link to early reading acquisition and children will be encouraged to notice print in the forms expressed above.

We believe that communication and language, with opportunities to explore reading and writing underpins children's future learning. The practise EYFS will follow the statutory framework and will work towards the Early Learning Goals, aiming to meet the statement of the goals by the end of the foundation year.

In EYFS the daily routine will include planned and spontaneous activities such as:

- a wealth of opportunities to develop and experience speaking and listening;
- experiences that develop gross and fine motor skills through play and handwriting activities;
- sharing and enjoying a range of rhymes, songs, stories and books;
- immersion in a print rich environment with opportunities for oral language and written communication, e.g. differentiated phonic activities;
- focused activities that teach children early communication language and literacy skills.

Key Stage 1

The reading and writing process continues to prioritise early reading skills and phonics. Children are placed into phonic groups in accordance with their ability and work towards the end of Year 1 Phonic Screening Check. Our aim is for all children to achieve this milestone; however in the cases where children do not pass this check, they are supported with intervention throughout Year 2, where they will be tested again.

Reading in Key Stage 1 involves the use of a carousel approach; children are benchmarked and given book banded texts, working in small groups to develop their fluency and comprehension. Towards the end of Year 2, when children are expected to be reading Lime book banded texts, they will begin to explore short novels as a class, in order to prepare them for a whole-class reading approach in Lower Key Stage 2.

Our Intent, Implementation and Impact document for reading in LKS1 (**Appendix 1**) states that children will be introduced to reading through:

- building on their phonic ability in order to develop their fluency and independence
- broadening their understanding of language and text
- widening their reading experiences
- continuing to share texts for pleasure
- continuing to be exposed to texts for pleasure

Our Writing curriculum is underpinned by introducing picture books with content that stimulates and engages the children, providing a real purpose and audience for writing. Our individual Talk for Writing in KS1 document outlines this process in more detail (**Appendix 4**).

Our Intent, Implementation and Impact document for writing (**Appendix 2**) in LKS1 states that children will be encouraged and supported to;

- build on their phonic ability in order to develop their fluency and independence and apply this to their writing
- broaden their understanding of language and text
- widen their reading experiences and use this to shape their writing
- continue to share texts for pleasure in daily reading for pleasure sessions
- continue to be exposed to texts for pleasure
- discuss the purpose and audience of a text
- discuss features that are necessary for creating specific genres

- imitate known texts through story mapping, oral rehearsal and performance before writing down
- innovate on ideas by changing settings and characters
- discuss VGP terms that are age appropriate and practise and apply in writing

Literacy skills, including the use of cursive handwriting, are developed across the curriculum. Provision is made for children who require support through intervention programmes and differentiated class teaching.

Key Stage 2

In Key Stage 2 children have daily reading and writing lessons which include integrated grammar skills. Spelling sessions are also conducted daily and are referenced in the writing sequence. The need for all pupils to speak read and write Standard English fluently and accurately is recognised. The school policy is to model language to the children which promotes Standard English in both speaking and writing.

In both LKS2 and UKS2, children are exposed to a wide range of texts in reading; these include novels for reading for purpose, picture books to promote inference skills, poetry and novels to promote reading for pleasure. Our KS2 writing curriculum is underpinned by engaging texts that 'hook' our children into writing, providing an audience and purpose for writing. Our individual Talk for Writing in KS2 document outlines this process in more detail (**Appendix 5**).

Our Intent, Implementation and Impact documents for reading (**Appendix 1**) outline the following:

In LKS2, pupils will:

- *build fluency/stamina for reading and embed understanding of what they have read by:*
- *reading longer texts for longer periods of time with growing independence*
- *unpicking and clarifying the meaning of vocabulary to embed understanding of the texts they read*
- *monitor the vocabulary of cross-curricular texts*
- *Begin to gain the skills and understanding needed to justify what they have read*

In UPKS2, children will:

- *read widely for pleasure*
- *participate confidently in discussions about a text*
- *justify their views with reference to what they have read*

Our Intent, Implementation and Impact documents for writing (**Appendix 1**) outline the following:

In LKS2, pupils will:

- *evaluate and explore the differences in WAGOLLS and WASOLLS*
- *unpick vocabulary and sentence structure*
- *analyse the effect of the writing on the reader*

- *discuss the purpose and audience of a text*
- *write for a range of purposes*
- *discuss features that are necessary for creating specific genres*
- *imitate known texts through story mapping, oral rehearsal*
- *innovate on ideas by changing events and structure*
- *discuss VGP terms that are age appropriate and practise and apply in writing*

In UPKS2, children will:

- *evaluate and explore the differences in WAGOLLS and WASOLLS*
- *unpick vocabulary and sentence structure*
- *analyse the effect of the writing on the reader*
- *discuss the purpose and audience of a text*
- *write for a range of purposes*
- *discuss features that are necessary for creating specific genres*
- *innovate on ideas by changing structure, events, point of view and genre*
- *discuss VGP terms that are age appropriate and practise and apply in writing*

Across the school, SEND pupils will:

- *develop writing skills at a pace that is ambitious for the child whilst still being exposed to age appropriate grammar in model texts*
- *receive writing intervention that is suited to the child's learning needs*

Literacy skills are developed across the curriculum. Provision is made for children who require support through intervention programmes and differentiated class teaching.

5. Planning.

Long Term Planning and Medium Term Planning is provided across all year groups for both reading and writing and is developed by the Literacy Lead. It is the responsibility of the class teacher to work from the MTP to plan work for their pupils in the year group(s) that they teach.

Planning is based on:

- EYFS Framework
- National Curriculum 2014
- Talk for Writing strategies
- HCAT Content Domain document for Reading Comprehension Skills
- 'Dozy Super 6' comprehension skills (**Appendix 6**)

Literacy is at the heart of curriculum planning so that subject matter from other curriculum areas is available as content or stimulus for speaking, listening, reading and writing. All curriculum areas will involve some aspects of Literacy.

6. Approaches to Reading.

Teachers teach and model reading strategies via direct teaching and guided reading sessions. For some pupils, who require additional support with their reading, the following interventions take place:

- adult led, carousel guided reading sessions focusing on appropriately book banded texts and focusing on relevant content domains.
- daily 'Reading Squad' sessions in which all available adults listen to KS1 pupils read in order to develop their fluency
- adult led, comprehension groups in which pupils (falling into the Bottom 20%) explore picture books (Appendix
- individually tailored reading interventions such as Words First

A range of reading schemes, big books; story sacks and core books (See appendix 1&2) as well as book banded books are used to support early readers. Teaching assistants lead reading activities during guided reading and Year 6 children also have reading buddies for targeted children in Year 1 and 2 this helps to ensure that children have more frequent opportunities to purposefully read with others. All children across the school are benchmarked and provided with an ability appropriate book banded text. All children and parents are encouraged to read a minimum of three times a week. Each child has a reading folder and a home school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily. All classrooms promote a love of reading with reading corners where appropriate or book shelves. Children also have opportunities to read and research from topic books related to their learning provided by the School's Library Service.

7. Approaches to Writing.

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. To support our teaching of writing, the Talk for Writing process is utilised across school but has been specifically tailored to each Key Stage to best suit the needs of our pupils. Teachers model writing strategies and the use of phonics and spelling strategies via direct teaching and in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length in extended independent writing sessions at the end of each unit.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for children to improve their writing and be inspired by drama techniques and film clips. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity to use ICT for their writing. We have our own developed Handwriting Scheme in school to help children develop fluent, clear and legible joined up writing. Children work hard to follow the cursive script, this encourages them to take care in their presentation and pride in their work.

8. Cross Curricular opportunities.

Teachers will take advantage of opportunities to make cross-curricular links across all themes. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired during literacy lessons to other areas of the curriculum, with a particular focus in our school of purposeful writing through all subject areas where the same standard of writing is expected as seen in the children's English work book.

8. Time allocation.

There are 5 allocated English sessions per week, including Reading, Writing, Spelling and/or Phonics. Generally, these lessons take place in the morning sessions.

9. ICT links

We recognise the important role ICT has to play in our school in the development of Literacy skills. ICT is used on a daily basis to enhance the teaching of literacy and to give all children the opportunity to experience, read and write multimodal texts and develop visual literacy. The use of ICT is cross – curricular.

10. Assessment.

Work will be assessed in line with the Assessment Policy. End of Key Stage reading assessments will be used to monitor progress in Years 2 and 6, with all other year groups using PiRa tests. Writing assessment is conducted at the end of each unit of work and uses the HCAT KPIs. Moderation across the school is used as a tool to ensure assessment is accurate.

11. Inclusion.

At our school we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy and we provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against national expected expectations.

Intervention in the first instance is via additional support in class, as identified by the class teacher. Advice from the SENDCO may be sought and parents may be informed; close monitoring takes place at this point. Additionally, potentially vulnerable pupils are identified as part of our termly Pupil Progress Meetings and half-termly interim data analysis. Additional interventions may be put in place, and close monitoring of progress continues, with specific targets being set on individual Support Plans. These are shared with parents, in line with our Inclusion Policy and the SEND Code of Practice.

12. Equal Opportunities.

Every child, whatever their background or circumstances, has the same access and high expectation of their learning experience. Children will learn and thrive when they are healthy, safe and engaged.

13. Role of the Subject leader.

The English Subject Leader is responsible for the development and monitoring of the English curriculum to ensure a coherent English strategy for the school. With the support of the SLT, the SL is also responsible for improving the standards of teaching and learning in English through:

- monitoring and evaluating English in line with the school's monitoring timetable focusing upon;
 - pupil progress
 - provision of Reading, Writing, Spelling and Phonics teaching
 - the quality of the Learning Environment
 - scrutinising children's books and any additional records for interventions

- moderating work both within own school and across other schools.
- supporting colleagues in their CPD through;
 - leading staff meetings and lead INSET activities,
 - providing consultancy, advice and support
 - organising CPD through external agencies
- purchasing and organising resources
- keeping up to date with recent Literacy developments
- gathering Pupil Voice
- taking the lead in policy development,
- reporting to the Governing Body

14. Homework.

Children across the whole school will be given regular opportunities to work on their literacy skills at home.

Phonics work will be sent home to pupils within EYFS and KS1, along with a reading book that incorporates the GPCs taught. All other pupils will be given a book banded text to read. Further home working relating to grammar and spelling will be sent home weekly.

15. Parental Involvement.

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them.

There are opportunities each term when parents can discuss their children's progress with their teacher. Strategies for supporting children are included in home school reading records and parents are regularly reminded of these expectations. They also emphasise the importance of reading. Parents are encouraged to read both with and to their children at home in order to promote reading.

16. Role of the Governing Body.

Our governors determine, support, monitor and review the school's policies.

17. Enrichment.

In addition to our curriculum work, we hold annual events across the school.

- World Book Day – WBD takes place annually in March and we dedicate a day to sharing and promoting a love of reading. These books link to the local SLS. Children complete a range of activities and have opportunities to have a visit from the author. Children take part in assemblies in which they can discuss their favourite books and dress up as their favourite character. All children receive a book token.
- James Reckitt Children's Book Awards – taking place annually in July, children from UKS2 read 5 novels before voting for their favourite at a city-wide reading festival.
- Visitors – experts in the field of visitors/charities who support and enhance the teaching and learning of English, are invited into school to run workshops or lead assemblies to nurture a joy of reading and writing.

- Field trips

18. Policy Review and Monitoring.

This policy was written by the English Subject Leader, Laura Tee in March 2021.

It will be reviewed in 2022.

Appendix 1: Reading at Dorchester Primary School.

Vision:

At Dorchester Primary, our vision is to create confident, fluent readers who enjoy listening to, reading and discussing texts for pleasure and purpose.

Intent:

How do we sequence reading/teach reading?

In FS1, pupils will be introduced to reading through the following:

- adult led storytelling sessions
- sharing books together with their peers and UPKS2 'book buddies'
- sharing rhymes
- exploring print in the environment
- sharing books with their parents in parental engagement sessions
- sharing books with their parents with chatterpacks at home
- Phase 1 phonics sessions

In FS2, pupils will:

- gain broader reading experiences
- exposure to a wider range of genres
- familiarisation of traditional tales that develop understanding of a story and language patterns
- development of oracy skills
- Phase 2 and Phase 3 phonics sessions

In KS1, pupils will:

- build on their phonic ability in order to develop their fluency and independence
- broaden their understanding of language and text
- widen their reading experiences
- continue to share texts for pleasure

- continue to be exposed to texts for pleasure

In LKS2, pupils will:

- build fluency/stamina for reading and embed understanding of what they have read by:
- reading longer texts for longer periods of time with growing independence
- unpicking and clarifying the meaning of vocabulary to embed understanding of the texts they read
- monitor the vocabulary of cross-curricular texts
- Begin to gain the skills and understanding needed to justify what they have read

In UPKS2, children will:

- read widely for pleasure
- participate confidently in discussions about a text
- justify their views with reference to what they have read

Across the school, SEND pupils will:

- develop fluency at a pace that is ambitious for the child whilst still being exposed to age appropriate texts and discussions
- receive reading intervention that is suited to the child's learning needs

How do we promote reading and phonics?

In EYFS, reading and phonics are promoted with:

- phonics teaching
- 1:1 reading
- storytime
- group reading sessions
- a print and book rich environment
- free book bags
- home school reading books and records
- Bug Club membership to access at school and home
- chatterpacks and library access
- parental stay and play sessions
- reading rewards
- tapestry

In KS1, reading and phonics are promoted with:

- phonics teaching
- 1:1 reading
- storytime

- group guided reading sessions
- a print and book rich environment
- a reading corner
- home school reading books and records
- Bug Club membership to access at school and home
- parental stay and read sessions
- reading rewards in celebration assembly
- celebration of reading shared with parents via Marvellous Me
- weekly reading for pleasure assembly

In KS2, reading is promoted with:

- 1:1 reading
- dedicated reading sessions
- class story shared for pleasure of reading
- a book rich environment
- a reading corner
- home school reading books and records
- reading rewards in celebration assembly
- celebration of reading shared with parents via Marvellous Me
- weekly reading for pleasure assembly
- 'book buddy' responsibilities

Implementation:

What CPD/support has been given to reading and phonics and how has it had an impact?

EYFS and KS1

- Phonics training and Guided Reading training (LRevell)

KS2

- Whole Class Reading Training (LTee)
- Talk 4 Reading Training (LTee – Spring Term)

How will reading be implemented in classes?

Exposure of texts:

- Core Text (EYFS/KS1/KS2) - hook to stimulate writing.
- Storytime Text (EYFS/KS1) - text used to promote reading for pleasure
- Class Text (KS2) - novels used to promote reading for pleasure
- Guided Reading Books (EYFS/KS1/KS2 interventions) - group sets of book banded books
- Whole Class Read (KS2) - chosen by the teacher to develop a specific skill in fluency , stamina or comprehension

- Home Read (EYFS/KS1/KS2) - Bug Club and individual book banded book or free reader
- Curriculum Texts (KS1/KS2) - text to enrich the environment and develop curriculum learning

In EYFS, reading is implemented by:

- direct teaching of phonics
- guided reading groups linked to phonic phase
- 1:1 reading linked to phonic phase
- introduction to book bands
- modelled reading
- Talk for Writing core text
- daily storytime
- development of the environment to facilitate application of reading skills
- development of the environment to reflect core stories covered to develop independence
- book banded books for home reading
- Bug Club membership matched to book band
- phonic intervention for those behind age-related expectations
- introduction to 'Mana the Monitor' from Dorchester's Super 6

In KS1, reading is implemented by:

- direct teaching of phonics
- guided reading groups with book banded books
- 1:1 reading on book banded books
- modelled reading
- Talk for Writing core text
- Talk for Writing core text vocabulary in environment
- daily storytime
- development of the environment to facilitate application of reading skills
- development of the environment to reflect core stories covered to develop independence
- book banded books for home reading
- Bug Club membership matched to book band
- intervention for those behind age-related expectations based on children's phonic needs
- intervention for those well below age-related expectations using Words First
- development of skills linked to 'Mana the Monitor' from Dorchester's Super 6
- introduction to 'Vernon the Visualiser', 'Carmen and Colin the Connectors', 'Quentin the Questioner', 'Priscilla the Predictor' and 'Suzie the Summariser' from Dorchester's Super 6
- application of Dorchester's Super 6 across curriculum
- access to whole-school reading assembly

In LKS2, reading is implemented by:

- daily whole-class reading sessions with fluency and comprehension foci
- 1:1 reading sessions
- modelled reading
- Talk for Writing core text
- Talk for Writing core text vocabulary in environment
- access to whole-school reading assemblies
- 'Flashlight Friday' reading sessions

- class text for pleasure for all children to access age appropriate texts
- further development of Dorchester's Super 6 in reading and across the curriculum
- interventions based on children's need e.g. book banded reading groups, additional phonics, 1:1 fluency practice, words first.
- Bug Club access for children working well below on KS1 book bands
- book banded books for home reading

In UKS2, reading is implemented by:

- daily whole-class reading sessions based on stamina, vocabulary and inference
- 1:1 reading sessions
- modelled reading
- Talk for Writing core text
- Talk for Writing core text vocabulary in environment
- access to whole-school reading assemblies
- 'Flashlight Friday' reading sessions
- 'Fluency Friday' reading sessions
- regular reading for pleasure sessions with longer text
- interventions based on children's need e.g. 1:1 book banded reading, 1:1 reading for comprehension, 1:1 reading for fluency, Wave 3 'ECAR
- Bug Club access for children working well below age expectations on KS1 book bands
- phonics interventions for children working well below age expectations
- appropriately challenging free reader

How do we foster a whole-school love of reading?

- Weekly reading assemblies
- Book celebrations woven into the school calendar
- Competitions e.g. Read Mrs Olsson's height in books

Appendix 2: Writing at Dorchester Primary School.

Vision:

At Dorchester Primary, our vision is to equip children with the skills to write for pleasure and purpose using appropriate techniques that create an effect in their reader.

Intent:

How do we sequence/teach writing?

In FS1, pupils will be introduced to writing through the following:

- adult led storytelling sessions
- sharing books together with their peers and UPKS2 'book buddies'
- sharing rhymes
- exploring print in the environment
- sharing books with their parents in parental engagement sessions
- sharing books with their parents with chatterpacks at home
- Phase 1 phonics sessions – modelling how to write the words and spell

Please note that early writing will link to early reading acquisition and noticing print in the forms expressed above.

In FS2, pupils will:

- gain broader reading experiences
- exposure to a wider range of genres
- familiarisation of traditional tales that develop understanding of a story and language patterns
- development of oracy skills
- Phase 2 phonics sessions – modelling how to write the words and spell

Please note that early writing will link to early reading acquisition and noticing print in the forms expressed above.

In KS1, pupils will:

- build on their phonic ability in order to develop their fluency and independence and apply this to their writing
- broaden their understanding of language and text
- widen their reading experiences and use this to shape their writing
- continue to share texts for pleasure
- continue to be exposed to texts for pleasure
- discuss the purpose and audience of a text
- discuss features that are necessary for creating specific genres
- imitate known texts through story mapping, oral rehearsal and performance before writing down
- innovate on ideas by changing settings and characters
- discuss VGP terms that are age appropriate and practise and apply in writing

Please see separate Talk for Writing in KS1 document.

In LKS2, pupils will:

- evaluate and explore the differences in WAGOLLS and WASOLLS
- unpick vocabulary and sentence structure
- analyse the effect of the writing on the reader
- discuss the purpose and audience of a text
- write for a range of purposes
- discuss features that are necessary for creating specific genres
- imitate known texts through story mapping, oral rehearsal
- innovate on ideas by changing events and structure

- discuss VGP terms that are age appropriate and practise and apply in writing

Please see separate Talk for Writing in LKS2 document.

In UPKS2, children will:

- evaluate and explore the differences in WAGOLLS and WASOLLS
- unpick vocabulary and sentence structure
- analyse the effect of the writing on the reader
- discuss the purpose and audience of a text
- write for a range of purposes
- discuss features that are necessary for creating specific genres
- innovate on ideas by changing structure, events, point of view and genre
- discuss VGP terms that are age appropriate and practise and apply in writing

Please see separate Talk for Writing in UKS2 document.

Across the school, SEND pupils will:

- develop writing skills at a pace that is ambitious for the child whilst still being exposed to age appropriate grammar in model texts
- receive writing intervention that is suited to the child's learning needs

How do we writing?

In EYFS, writing is promoted with:

- a language rich environment
- adult modelling of oral rehearsal
- adult modelling of writing words, phrases and sentences
- high quality texts as stimulus
- writing activities being used in the continuous provision

In KS1, writing is promoted with:

- a language rich environment
- celebration of good work being shared across the phase
- high quality texts as stimulus

In KS2, writing is promoted with:

- a language rich environment
- celebration of good work being shared across the phase
- high quality texts as stimulus

Implementation:

What CPD/support has been given to writing and how has it had an impact?

- Members of staff have been on Talk for Writing training delivered by Pie Corbett.
- Numerous INSET has been dedicated to our sequence of writing in school – updated LTP has been created to teach breadth of genres and utilise high quality literature to hook children into their writing experience.
- Training on use of VGP MTP has been given by L.Tee
- Individual support has been given to certain teachers in writing an age appropriate WAGOLL
- Detailed documents have been given to each year group outlining the individual success criteria needed to:
 - meet the 'we musts' at a genre (text) level
 - meet the 'we would like to' for effect
 - meet the 'we musts' for VGP for each year group.

Along with this, the MTP for VGP has been specifically mapped out to each unit of work.

Please see VGP MTP and each year group MTP.

How will writing be implemented in classes?

Exposure of genres:

Children will write between 8 – 11 genres each year depending on their year group.

Please see LTP for Writing.

In EYFS, writing is implemented by:

- continuous provision challenging the children to write
- children will learn to imitate texts and text map
- children will learn to substitute characters to innovate

Please see separate Talk for Writing in EYFS document.

In KS1, writing is implemented by:

- daily writing lessons using a Talk for Writing approach
- exposure to adventurous vocabulary
- exposure to discrete grammar lessons
- children will learn to imitate texts, text map, orally rehearse and deepen understanding with drama
- children will learn to innovate by substituting characters, changing settings and events.
- children will show independence in writing through their hot task

Please see separate Talk for Writing in KS1 document.

In LKS2, writing is implemented by:

- daily writing lessons using a Talk for Writing approach
- exposure to adventurous vocabulary

- exposure to discrete grammar lessons
- children will learn to imitate texts, text map, orally rehearse and deepen understanding with drama
- children will learn to innovate by substituting characters, changing settings and events, changing the structure of events
- children will show independence in writing through their hot task

Please see separate Talk for Writing in LKS2 document.

In UKS2, reading is implemented by:

- daily writing lessons using a Talk for Writing approach
- exposure to adventurous vocabulary
- exposure to discrete grammar lessons
- children will learn to imitate texts, text map, orally rehearse and deepen understanding with drama
- children will learn to innovate by substituting characters, changing settings and events, changing the structure of events and changing the point of view or genre
- children will show independence in writing through their hot task

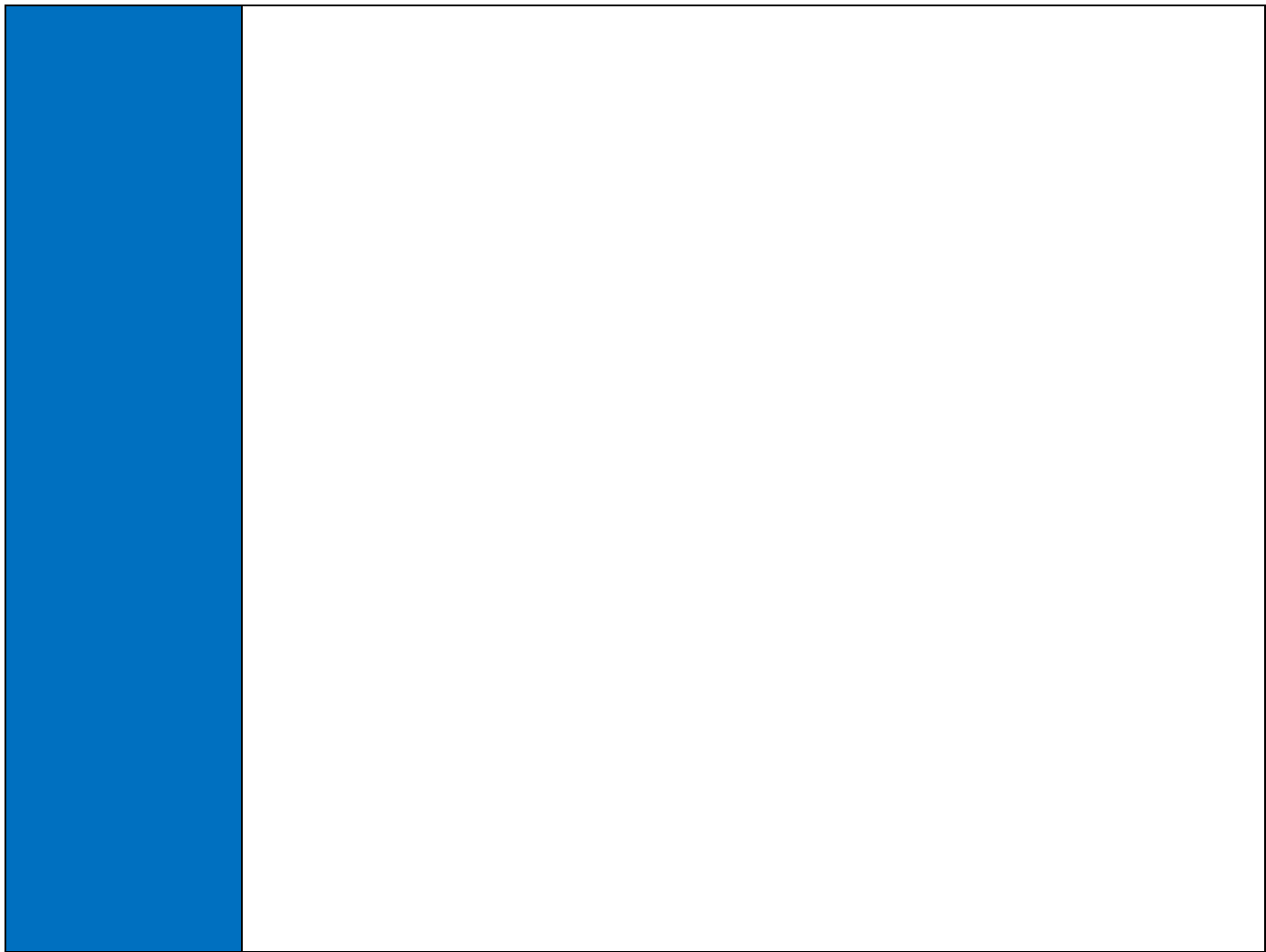
Please see separate Talk for Writing in UKS2 document.

Appendix 3 – 5

Talk for Writing Sequence in KS1

	Process:
Hook:	<ol style="list-style-type: none">1. Find a 'Hook' in the environment and generate questions2. Discuss is already known about the 'hook' and how children can learn more – lead children to think about the books that they know of (have read previously) or have seen in their environment (have never explored using T4W before) that could help them to learn more.3. Stick in Genre Overview into book to show the start of a new unit.4. Introduce Quality Text – PowerPoint/Flipchart of book to share to whole class at once.5. With support, use the Super 6 to analyse text and themes within (Reading for Meaning) – evidence with photos and pieces of work in Class Book.6. Explore other versions of the story and discuss the similarities.7. Share a purpose for writing taken directly from the book – BE CREATIVE!8. Share an audience for writing.9. Share the genre of writing and explain why this one was chosen.

Cold Task:	<p>If necessary:</p> <ul style="list-style-type: none"> • Let the children see an example of the WAGOLL and have it read to them. Remove this before the planning stage begins. <ol style="list-style-type: none"> 1. Provide children with a given plan with the structure of the genre. 2. Discuss ideas for planning and model before letting the children decide for themselves. 3. Write the Cold Task. 4. Teacher will mark the Cold Task and suggest targets on the following: 1. Structure/Ability to meet the Genre, 2. Effect created on the reader 3. VGP skills that the children should already know (non-negotiables)
Imitation:	<ol style="list-style-type: none"> 1. Internalise model text (WAGOLL) 2. Hear it – listen to the teacher read it aloud with expression and intonation 3. Discuss it – use Mana the Monitor to understand the language within the text. This is done alongside Book Talk. 4. Map it – teacher will map the text in logical parts (boxing up) 5. Learn it – after each section is mapped, children will learn the WAGOLL from the story map using signifiers and the story map. 6. The map it, learn it structure continues until the entire text is learned and can be performed. 7. Perform it – without the adult speaking, the children can use the story map and signifiers to retell the story 8. Deepen understanding - drama 9. Eye Witness 10. Hot Seat 11. Conscience Alley 12. Jump into the scene – 5 senses + think 13. Rumours 14. Speaking Picture 15. Performance Carousel 16. Following the Cold Task Target setting, children will require a VGP lesson to address any VGP targets from the Cold Task. This must come before the children write their Imitation in order to show progress from the Cold Task and ensure non-negotiables are being addressed. 17. Write it – using the learning environment (story map) and signifiers, children will attempt to write the WAGOLL. <p>In addition to the above, Year 2 pupils will:</p> <ol style="list-style-type: none"> 18. As a class, explore the WAGOLL in more detail and compare it to the WASOLL by identifying differences in language, content and structure. 19. As a class, evaluate which is better and consider reasons for this. 20. As a class, complete 'Boxing Up' – search for underlying patterns across and within the WAGOLL (Big Patterns – Text Level) and create 'We must (Genre/Structure)'. 21. As a class, discuss effects and create 'We would like to (Effect)'. 22. As a class, explore what VGP skills the writer used in the WAGOLL (Little Patterns – Sentence Level) and create 'We must (VGP)' 23. As a class, explore the WAGOLL for any new VGP that the children haven't been taught before. 24. As a class, identify this new content with creating a 'We would like to (New learning)'.



Innovation:

1. Explore the purpose of the Cold Task, WAGOLL and imitation – discuss new ways in which a similar purpose could be achieved. Share ideas within the classroom to look for ways to innovate in an age appropriate manner choosing from:
 - Substitution: changing names, places, objects. (Y1)
 - Addition: adding a new scene or characters (Y2)
 - Alteration: changes of settings or key events. (Y2)
2. Model how to create an innovated plan on boxing up sheet following the patterns identified.
3. Children plan innovation using a given structure. Y2 begin to innovate independently
4. Model how to change innovation plan to a text – checking constantly that it meets the intended purpose and effect. (Modelled Writing). Ping-pong style.
6. Children practice skills using shared plan or own plan.

	<p>7 Shared Writing of innovation using model plan.- doesn't have to be whole text, may just be one paragraph.</p> <p>8. Guided Writing – VGP discrete teaching intervention.</p> <p>9. Feedback</p> <p>12. Edit – referring back to 'We Must' and 'We Would Like to' and evaluating whether the purpose has been met and the writing style suits the intended audience.</p>	
Invention/Hot Task:	<ol style="list-style-type: none"> 1. Share ideas within the classroom to look for another way to innovate – this time the writing will be called a 'Hot Task' as the children will write independently. 2. Plan Hot Task by choosing to apply the following: <ul style="list-style-type: none"> • Heavily scaffolded (Hugging closely to their innovation) • Some originality from their innovation (Side by side) • Independent writing with completely different ideas from their innovation (From a distance) 3. Draft Hot Task using the learning environment and a given SC of 'We Must' (Genre/Structure and VGP) and 'We would like to' (Effect/New VGP learning). 4. Verbal Feedback provided from Teacher and/or Peers. 5. Edit and improve draft by referring back to 'We Must' and 'We Would Like to' and evaluating whether the purpose has been met and the writing style suits the intended audience. 6. Publish if possible. 	<ol style="list-style-type: none"> i. Refer back to Cold Task and explore the original idea – this time the writing will be called a 'Hot Task' as the children will write independently. ii. Plan Hot Task by choosing to apply the following: <ul style="list-style-type: none"> • Heavily scaffolded (Hugging closely to their original Cold Task) • Some originality from their Cold Task (Side by side) • Independent writing with completely different ideas from their Cold Task (From a distance) 3. Draft Hot Task using the learning environment and a given SC of 'We Must' (Genre/Structure and VGP) and 'We would like to' (Effect/New VGP learning). 4. Verbal Feedback provided from Teacher and/or Peers. 5. Edit and improve draft by referring back to 'We Must' and 'We Would Like to' and evaluating whether the purpose has been met and the writing style suits the intended audience. 6. Publish if possible.

Talk for Writing Sequence in LKS2

	Process:
Hook:	<ol style="list-style-type: none"> 1. Stick in Genre Overview into book to show the start of a new unit. 2. Introduce Quality Text – PowerPoint/Flipchart of book to share to whole class at once. 3. Use of select Super 6 to analyse text and themes within (Reading for Meaning) – oral discussion -put this in the Writing Book.

	<p>4. Share a purpose for writing taken directly from the book – BE CREATIVE! Discuss what the effect on the audience should be.</p> <p>5. Support the children into deciding who the audience should be.</p> <p>6. Guide the children how the purpose can be communicated to the audience – first mention of the genre.</p>
Cold Task:	<p>1. Introduce genre – what do we know about this form of writing already? Discuss what the ‘We Musts’ could be (Genre specific).</p> <p>2. Discuss what the ‘We Musts’ could be to make sure that the writing is at an age related standard (VGP).</p> <p>3. Discuss the purpose of writing – generate ideas and link back to the Reading for Meaning lesson and discuss the intended effect.</p> <p>3. Plan the Cold Task using given structure.</p> <p>4. Write the Cold Task.</p> <p>5. Share WASOLL – Why doesn’t this meet the purpose? Why doesn’t this created the intended effect? Why doesn’t the style of writing suit the audience? Why isn’t this a good example of the genre? Why isn’t this a Year _ piece of writing? Compare these to the ‘We Musts’ and ‘We Would Like tos’ previously decided upon.</p> <p>6. Unpick WASOLL and suggest improvements through making notes or rewriting (short-burst).</p> <p>7. Share WAGOLL and discuss the effect it has on the reader and how this was achieved. Did this piece of writing meet its purpose? Evaluate Genre and VGP skills – Did the text look and read like the intended genre? Did the content match up to the right standard?</p>
Imitation:	<p>1. Internalise model text (WAGOLL) NOT THE QUALITY TEXT!!!!</p> <ul style="list-style-type: none"> • Hear it • Say it • Map it • Learn it • Short-burst Writing – Rapid Innovation <p>2. Reading as a Reader</p> <ul style="list-style-type: none"> • Explore the language of the WAGOLL and the purpose behind the vocabulary in succeeding in meeting the effect. Discuss the choice of language and any repetition, alliteration or other figurative devices – Use the reading skills taught by Mana the Monitor. • Check the children’s comprehension of the language through their ability to infer the motives and feelings of characters through the language and also through the way in which the writer has ‘planted seeds’ which enable the reader to make predictions using the skills taught by Priscilla the Predictor. • Line by Line reading – Book Talk • OSIE Grid • City of Stars • Magpie wall/ save it box – useful vocabulary that meets the purpose and effect

	<p>4. Reading as a Writer</p> <ul style="list-style-type: none"> • Discuss the format and structure of the text – what is the main message? What are the smaller messages? Use reading skills taught by Suzie the Summariser. Create a model for the text with question stems/prompts. • Boxing Up – Underlying patterns (Big Patterns – Text Level) • Analyse features/Discuss effects • Toolkit for effect - ‘Tools not Rules’ • Short-burst Writing – practise using the toolkit. • Grammar in the Model Text/WAGOLL (Little Patterns – Sentence Level) • Use stand-alone Grammar to discretely explore some of the VGP. • Transferrable spellings – associated to the text type <p>5. Explore the WAGOLL in more detail and decide on key focus - whole class/groups/individuals</p> <ul style="list-style-type: none"> • Text Level (Genre) ‘We must’ • Sentence Level ‘We must’ • Effect ‘We would like to’ <p>6. Ask the children to identify any features that they haven’t learned how to use before to create the new content. Ensure that when necessary these are differentiated targets according to the needs of the pupils.</p> <ul style="list-style-type: none"> • New VGP content ‘We would like to’. <p>7. Children to set personalized targets for the unit under the Cold Task.</p>
Innovation:	<p>1. Explore the purpose of the Cold Task, WAGOLL and imitation – discuss new ways in which a similar purpose could be achieved. Share ideas within the classroom to look for ways to innovate in an age appropriate manner choosing from:</p> <ul style="list-style-type: none"> • Substitution: changing names, places, objects. • Addition: adding a new scene or characters • Alteration: changes of settings or key events. • Change of viewpoint : told from the perspective of another character or of an inanimate object. • Change of genre: change fiction to non-fiction. <p>2. Model how to create an innovated plan on boxing up sheet following the patterns identified.</p> <p>3. Children plan innovation- this becomes increasingly more independent by Year 4</p> <p>4. Model how to change innovation plan to a text – checking constantly that it meets the intended purpose and effect. (Modelled Writing). Ping- pong style.</p> <p>6. Children practice skills using shared plan or own plan.</p> <p>7 Shared Writing of innovation using model plan.- doesn’t have to be whole text, may just be one paragraph.</p> <p>8. Guided Writing – VGP discrete teaching intervention.</p> <p>9. Feedback</p> <p>12. Edit – referring back to ‘We Must’ and ‘We Would Like to’ and evaluating whether the purpose has been met and the writing style suits the intended audience.</p>
Invention/Hot Task:	Either use originality meter:

- Heavily scaffolded (Hugging closely)
- Some originality (Side by side)
- Independent writing (From a distance)

Children:

- Plan
- Rehearse orally
- Draft
- Edit
- Publish

OR

Repeat 'Cold Task'.

Children:

- Plan
- Rehearse orally
- Draft
- Edit
- Publish

Talk for Writing Sequence in UKS2.

	Process:
Hook:	<ol style="list-style-type: none"> 1. Stick in Genre Overview into book to show the start of a new unit. 2. Introduce Quality Text – PowerPoint/Flipchart of book to share to whole class at once. 3. Use of Super 6 to analyse text and themes within (Reading for Meaning) – put this in the Writing Book. 4. Share a purpose for writing taken directly from the book – BE CREATIVE! Discuss what the effect on the audience should be. 5. Lead the children into deciding who the audience should be. 6. Decide with the children how the purpose can be communicated to the audience – first mention of the genre.
Cold Task:	<ol style="list-style-type: none"> 1. Introduce genre – what do we know about this form of writing already? Discuss what the 'We Musts' could be (Genre specific) – mark the Cold Task against these criteria. 2. Discuss what the 'We Musts' could be to make sure that the writing is at an age related standard (VGP) – use these to set a VGP based target after the Cold Task. 3. Discuss the purpose of writing – generate ideas and link back to the Reading for Meaning lesson and discuss the intended effect. Write the 'We would like to' (Effect) – mark the Cold Task against these criteria. <p>If necessary:</p>

- Let the children see an example of the WAGOLL and have it read to them. Remove this before the planning stage begins.
4. Plan the Cold Task using given structure.
 5. Write the Cold Task – leave a page next to this for editing and improving.
 6. Hear and read the WAGOLL and discuss the effect it has on the reader and how this was achieved. Did this piece of writing meet its purpose? Did the text look and read like the intended genre? Did the content match up to the right standard?

If necessary:

- Share WASOLL – Why doesn't this meet the purpose? Why doesn't this created the intended effect? Why doesn't the style of writing suit the audience? Why isn't this a good example of the genre? Why isn't this a Year _ piece of writing? Compare these to the 'We Musts' and 'We Would Like tos' previously decided upon.
 - Unpick WASOLL and suggest improvements through making notes or rewriting (short-burst).
7. Evaluate Cold Task – Did it meet the purpose? Did the style of writing suit the audience? Did it successfully create an effect on the reader?
 8. Edit Cold Task to show the impact of the evaluation – making changes that improve the purpose, genre skills and VGP skills.

THE COLD TASK CAN BE EDITED AND IMPROVED AFTER VGP LESSONS TO SHOW IMPACT OF TEACHING.

Imitation:

1. Listen to the WAGOLL being read again.
2. Read aloud the WAGOLL with intonation and expression.

Reading as a Reader:

3. Line by Line reading – Book Talk modelled by the Teacher.
4. Analyse the WAGOLL using the 'Total Emersion' approach using the Super 6. Explore the language of the WAGOLL and the purpose behind the vocabulary in succeeding in meeting the effect. Discuss the choice of language and any repetition, alliteration or other figurative devices. Check the children's comprehension of the language through their ability to infer the motives and feelings of characters through the language and also through the way in which the writer has 'planted seeds' which enable the reader to make predictions.
5. Save it box – useful vocabulary that meets the purpose and effect

Reading as a Writer:

6. Discuss the format and structure of the WAGOLL – what is the main message? What are the smaller messages?
7. Boxing Up – search for underlying patterns across and within the WAGOLL (Big Patterns – Text Level) and update 'We must (Genre/Structure)'.

If necessary:

- Edit/improve the cold write.
8. Make notes on Genre overview sheet linked to agreed principles for 'We must (Genre/Structure)'.
 9. Analyse features used within each paragraph of the WAGOLL and discuss effects and update 'We would like to (Effect)'.

If necessary:

- Edit/improve the cold write.

	<p>10. Make notes on Genre overview sheet linked to agreed principles for ‘We would like to (Effect)’.</p> <p>11. Analyse the VGP in the Model Text/WAGOLL (Little Patterns – Sentence Level) and update ‘We must (VGP)’</p> <p>If necessary:</p> <ul style="list-style-type: none"> • Edit/improve the cold write. <p>12. Make notes on Genre overview sheet linked to agreed principles for ‘We must (VGP)’.</p> <p>13. Use stand-alone grammar lesson to discretely explore some of the VGP from the targets set after the Cold Write and create a ‘Save it box’ with ideas of how the VGP fits within the text. Update working wall/washing line with SC that will enable correct use of the VGP.</p> <p>14. Explore the WAGOLL for any new VGP that the children haven’t been taught before.</p> <p>15. Identify this new content with creating a ‘We would like to (New learning)’.</p> <p>16. Use stand-alone grammar lesson to discretely explore how to use the new the VGP and create a ‘Save it box’ with ideas of how the VGP fits within the text. Update working wall/washing line with SC that will enable correct use of the new VGP.</p> <p>17. Make notes on Genre overview sheet linked to agreed principles for ‘We would like to (new learning)’.</p>	
Innovation:	<p>iii. Share ideas within the classroom to look for ways to innovate in an age appropriate manner choosing from:</p> <ul style="list-style-type: none"> • Alteration: changes of settings or key events. • Change of viewpoint: told from the perspective of another character or of an inanimate object. • Change of genre: change fiction to non-fiction. <p>2. Rapid Oral innovation using WAGOLL follow underlying patterns created during boxing up.</p> <p>a. Model to children</p> <p>b. Allow children to practice</p> <p>3. Model how to create an innovated plan on boxing up sheet following the patterns identified.</p> <p>4. Children plan innovation</p> <p>5. Model how to change innovation plan to a text – checking constantly that it meets the intended purpose and effect. (Modelled Writing)</p> <p>6. Children practice skills using shared plan or own plan.</p> <p>7. Shared Writing of innovation using model plan. Guided Writing with children choosing to apply the following:</p> <ul style="list-style-type: none"> • Heavily scaffolded (Hugging closely) • Some originality (Side by side) • Independent writing (From a distance) <p>8. VGP discrete teaching intervention based on targets identified in marking.</p>	
Invention/Hot Task:	<p>7. Share ideas within the classroom to look for another way to innovate – this time the writing will be called a ‘Hot Task’ as the children will write independently.</p> <p>8. Plan Hot Task by choosing to apply the following:</p>	<p>iv. Refer back to Cold Task and explore the original idea – this time the writing will be called a ‘Hot Task’ as the children will write independently.</p> <p>v. Plan Hot Task by choosing to apply the following:</p>

	<ul style="list-style-type: none"> • Heavily scaffolded (Hugging closely to their innovation) • Some originality from their innovation (Side by side) • Independent writing with completely different ideas from their innovation (From a distance) <ol style="list-style-type: none"> 9. Draft Hot Task using the learning environment and a given SC of 'We Must' (Genre/Structure and VGP) and 'We would like to' (Effect/New VGP learning). 10. Verbal Feedback provided from Teacher and/or Peers. 11. Edit and improve draft by referring back to 'We Must' and 'We Would Like to' and evaluating whether the purpose has been met and the writing style suits the intended audience. 12. Publish if possible. 	<ul style="list-style-type: none"> • Heavily scaffolded (Hugging closely to their original Cold Task) • Some originality from their Cold Task (Side by side) • Independent writing with completely different ideas from their Cold Task (From a distance) <ol style="list-style-type: none"> 7. Draft Hot Task using the learning environment and a given SC of 'We Must' (Genre/Structure and VGP) and 'We would like to' (Effect/New VGP learning). 8. Verbal Feedback provided from Teacher and/or Peers. 9. Edit and improve draft by referring back to 'We Must' and 'We Would Like to' and evaluating whether the purpose has been met and the writing style suits the intended audience. 10. Publish if possible.
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Appendix 6: Super 6

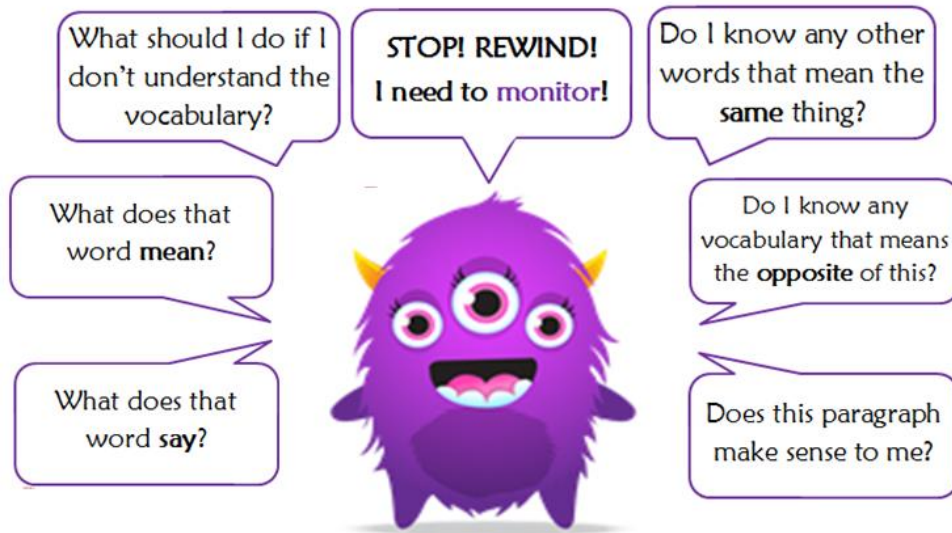
1. Monitoring.

Character: Mana the Monitor

Description: Monitoring allows the children to identify and define new vocabulary, providing them with an accurate understanding of chunks of text.

Children will learn how to ask themselves;

- Do I need to re-read any sections to gain more understanding?
- What strategies do I need to use to read what the words say?
- Do I understand the vocabulary in the text?
- How can I find the meaning of words that I do not know?
- Do I know any words that mean the same thing, or something similar?
- Can I think of any words that mean the opposite to this?



Ways to support: Use modelled reading as a tool to show children how to stop and rewind, re-reading parts of the text. Also show children how to use a dictionary and cline, placing similar words in order of their intensity (e.g. walked, jogged, ran).

Resources to support:

- The **Vocabulary Mat** is used to define vocabulary and understand words with similar meanings, and those with the opposite meaning.

Once synonyms (or similar words) have been gathered, ask the children to use the **Cline** to order the vocabulary on a scale.

- For verbs the scale can be how intense the speed is for example. The children will need to be able to distinguish subtle differences in vocabulary, resulting in a greater understanding of how to choose vocabulary for effect when writing.
- Following this, provide the children with a **Zone of Relevance** and vocabulary (taken from the Cline) on Post it Notes, asking them to think of specific characters who they will write about. Using the vocabulary, sort into how relevant it would be to use in their writing.

2. Visualizing. (Works alongside Monitoring).

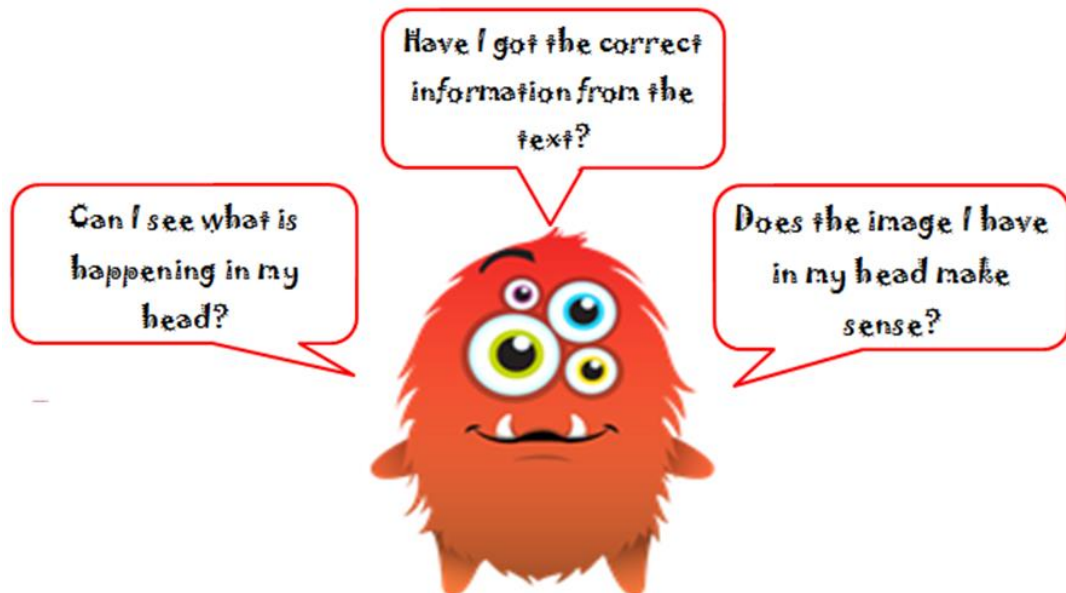
Character: Vernon the Visualizer

Description: Visualizing works hand in hand with Monitoring; it enables children to create a picture from the text and relies on their understanding of vocabulary.

Children will learn how to ask themselves;

- Can I see what is happening in my head?
- Have I got the correct information from the text?
- Does the image in my head make sense?

Ways to support: Model how to draw images from text, evaluating whether the image drawn accurately reflects what is written. Compare illustrations/diagrams from books to those created. Read aloud a section of the text, without showing the children the illustrations from the text – allow them to go back to the text as much as possible, revealing the illustration once all children have finished their picture. Highlight any misconceptions in understanding.



3. Connecting.

Character: Carmen the Connector

Description: Connections can be made between a reader and 1. Personal experiences (Text to SELF Connections), 2. Experiences with other texts (Text to TEXT Connections) and 3. Experiences/Events in the World (Text to WORLD Connections).

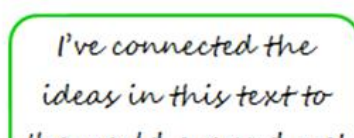
A child will inevitably compare experiences of characters with themselves, along with the setting and events being described; this will form the easiest type of connections. Children may also make connections with other books that they have read, forming text to text connections. For example 'This book begins with 'Once upon a time' and I have read other books that begin with this and these were Traditional Tales'. The hardest type of connection to make is a text to world connection, which encourages children to make connections to the world in which we live, not just in our country but worldwide through the media and through secondary sources. Historical links are also text to world connections. All connections can be made with both text and illustrations.

Children will learn how to ask themselves;

- Does this text relate to anything in my life or the lives of people I know?
- Does this text relate to anything I have read in other books?
- Does this text relate to anything that is happening in the world right now or in the past?

Ways to support: Introduce each of the connections separately, focusing on connecting to own experiences first, then to other books and finally to the world. If you want a certain Text to World connection to be made, ensure that the children have enough prior knowledge first.

Resources to support: The grid below can be used for children to record their connections down in as they complete an activity.



4. Questioning.

Character: Quentin the Questioner.

Description: Often children are asked questions during teaching, however they need to learn to ask questions for themselves. This will raise their independence in seeking meaning from what they have read and deepening their understanding.

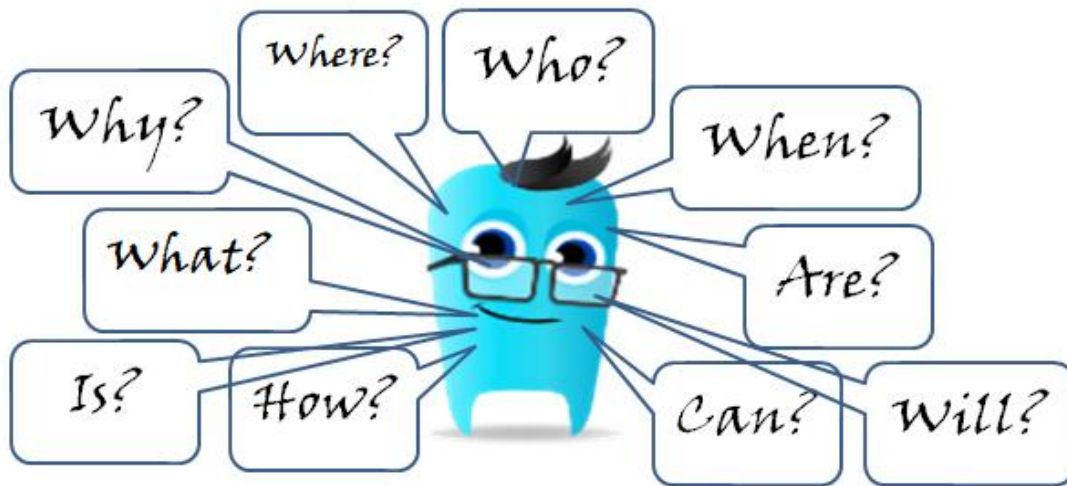
Children will learn how to ask themselves;

- How?
- What?
- Why?

- Where?
- Who?
- When?
- Are?
- Can?
- Will?
- Is?

Ways to support: Model how to seek questions from a text – also raising questions from the illustrations if relevant. Encourage children to raise questions from other children’s questions.

Resources to support: The question mat allows children to record their questions; it highlights whether children always ask themselves the same questions and will encourage them to ask deeper questions which will enable greater levels of inference.



5. Predicting.

Character: Priscilla the Predictor

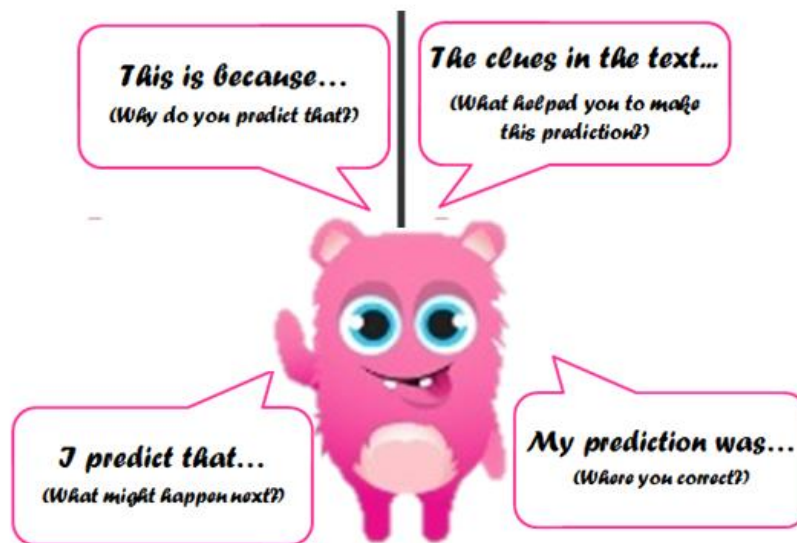
Description: Once children have formulated questions, they should be encouraged to predict what may happen next, why events have occurred and how characters feel/think. The children should also learn to reflect upon their predictions and evaluate whether they were correct or not.

Children will learn how to ask themselves;

- What might happen next?
- Why do I think this?
- What clues are there in the text to support this?
- Is there any other evidence?
- Was I correct in my prediction?

Ways to support: Model how to focus upon certain points of the text and formulate predictions based on this. Utilise the use of connections to aid predictions.

Resources to support: The grid below allows children to differentiate between inferring and predicting.



6. Summarising.

Character: Suzie the Summariser

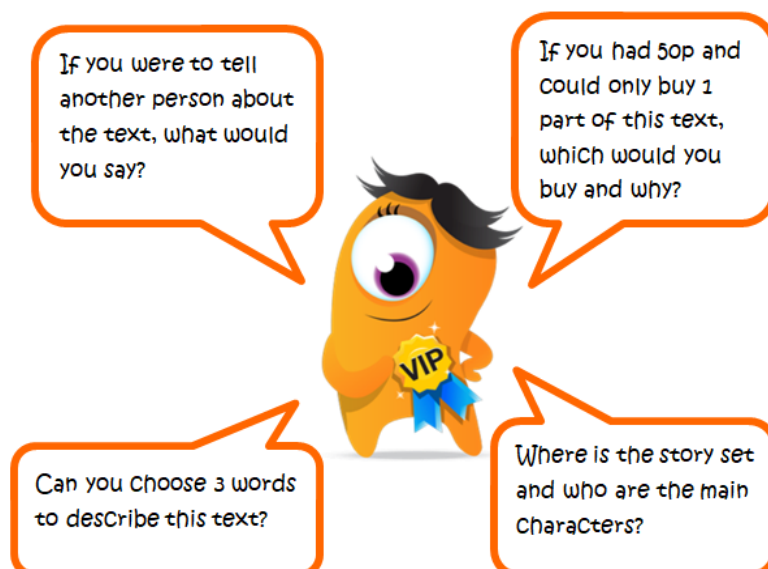
Description: The children will identify the VIPs of the text from the outlook – which are the very important parts? They will then learn to retell the story, focusing on the key themes and events.

Children will learn how to ask themselves;

- What is the most important paragraph/sentence/word on this page?
- Which is the most important section/chapter of the book?
- What are the 7 most important parts of this book?
- Why are they vital to the overall text?

Resources to support: The children can plot the key points of the story by using a story stick, which is similar in its concept to a journey stick. The children can use pictures/symbols to represent chunks of the text and place them in order along the stick. This can then be used to retell the story to another.

Children can also divide a circle into 8 segments – they will write the title of the story in one of the segments and draw an image in the remaining 7 segments in order to represent the VIPs of the story.



Appendix 7:

Reviewer: Literacy Lead