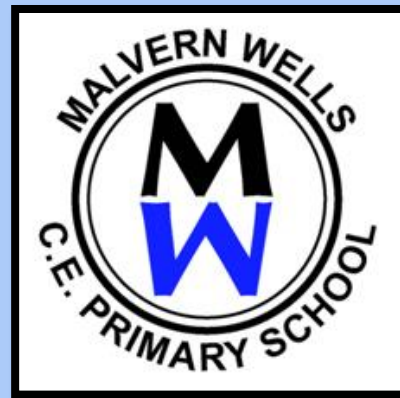


ENGLISH AT MALVERN WELLS



What does English at Malvern Wells comprise?

Reading Elements

Read Write Inc	Early Reading	Phonetic Home Reading
Whole class Guided Reading	Home Reading -AR	Reading for Pleasure

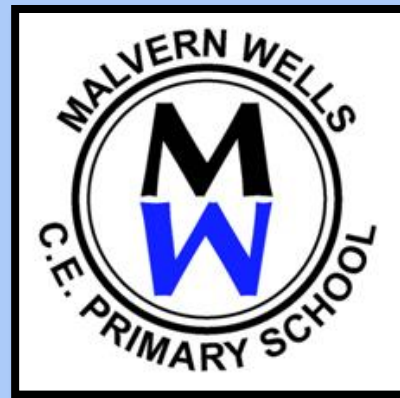
Writing Elements

Early Writing	Read Write Inc Get Writing	Writing → Talk for Writing and LTP
Spelling	Handwriting	Cross –Curricular Writing

Malvern Wells English Environment expectations....

Year group	Phonics / Spelling Working Wall	Resources	English Working Wall	Other considerations
Reception	<p>Phonics working wall (left to right)</p> <ul style="list-style-type: none"> Speed sounds Teaching time –read, word, spell Apply- teaching modelling space Review Text of the week <p>Phonics working wall: Where children are being taught in an open area, this is to be displayed on a movable screen, using the same headings and structure.</p>	<p>Adult:</p> <ul style="list-style-type: none"> Coloured sentence strips Post it notes (multiple colours) Pens for teacher modelling Lined flipchart paper and flipchart Pocket chart for sound cards Sound flashcards Washing line <p>Children:</p> <ul style="list-style-type: none"> Whiteboards Pens Magnetic letter tiles Lined book for recording Plastic wallet per child Pencils Highlighters <p>N.B Resources to be stored in designated learning area and easily accessible</p>	<p>The following headings must be used but can be moved around the working wall:</p> <ul style="list-style-type: none"> Shared text example Purpose Modelled writing Visual writing prompts- Malvern Wells symbols as appropriate Shared writing (WAGOLL) Vocabulary 	<ul style="list-style-type: none"> Children to have access to a table to complete written work Where a table is not available encourage the children to complete their written work lay on their tummies in lizard position Session space to be set up prior to the children moving to their groups for phonics each morning, using the allocated resources from their area Resources from the central store to be signed in and out on the register provided and returned at the end of each unit
Years One/ Two	<p>Phonics working wall (left to right)</p> <ul style="list-style-type: none"> Speed sounds Teaching time –read, word, spell Apply- teaching modelling space Review Text of the week <p>Phonics working wall: Where children are being taught in an open area, this is to be displayed on a movable screen, using the same headings and structure.</p>	<p>Adult:</p> <ul style="list-style-type: none"> Coloured sentence strips Post it notes (multiple colours) Pens for teacher modelling Lined flipchart paper and flipchart Pocket chart for sound cards Sound flashcards Washing line <p>Children:</p> <ul style="list-style-type: none"> Whiteboards Pens Magnetic letter tiles Lined book for recording Plastic wallet per child Pencils Highlighters <p>N.B Resources to be stored in designated learning area and easily accessible</p>	<p>The following headings must be used but can be moved around the working wall:</p> <ul style="list-style-type: none"> Genre Shared text example Purpose Features Modelled writing Visual writing prompts- Malvern Wells symbols as appropriate Shared writing (WAGOLL) Vocabulary Conjunctions Punctuation- can be in form of symbols Grammar focus Weekly teaching sequence evident- progression of teaching Magpie <p>The working wall should be cleared and blank ready for the next genre being covered. (Photograph example of completed working</p>	<ul style="list-style-type: none"> Children to have access to a table to complete written work Where a table is not available encourage the children to complete their written work lay on their tummies Session space to be set up prior to the children moving to their groups for phonics each morning, using the allocated resources from their area Resources from the central store to be signed in and out on the register provided and returned at the end of each unit












Reading at Malvern Wells



Reading Expectations

Year Group	SSP Read Write Inc	Whole Class Reading	Fluency Group	Individual Reading	Story time
Reception	Daily 30 minutes	Guided reading through Read Write Inc Daily for 30 mins		Daily 1:1	Daily
1	Daily 30 minutes	Guided reading through Read Write Inc Daily for 30 mins	Autumn term: 100% on RWI program Summer term onwards: Children who have completed grey books will have daily whole class guided reading	SEND- as directed on IEP Bottom 20% daily	Daily
2	RWI for some - Daily 30 minutes Spelling- Daily 15 minutes	30 minutes per day daily (linked directly to content domains) Some children will remain in RWI	Autumn term: 1 session weekly for each group- 20 minutes Summer term onwards: Children identified in pupil progress/ SEND - 1 session weekly for each group- 20 minutes	SEND- as directed on IEP Bottom 20% daily	Daily
3	Spelling- Daily 15 minutes	30 minutes per day daily (learning led activity linked directly to content domains)	Children identified in pupil progress/ SEND - 1 session per day focusing on fluency.	SEND- as directed on IEP Bottom 20% daily	Daily
4	Spelling- Daily 15 minutes	30 minutes per day daily (linked directly to content domains)	Children identified in pupil progress/ SEND - 1 session per day focusing on fluency.	SEND- as directed on IEP Bottom 20% daily	Daily
5	Spelling- Daily 15 minutes	30 minutes per day daily (linked directly to content domains)	Children identified in pupil progress/ SEND - 1 session per day focusing on fluency.	SEND- as directed on IEP Bottom 20% daily	Daily
6	Spelling- Daily 15 minutes	30 minutes per day daily (linked directly to content domains)	Children identified in pupil progress/ SEND - 1 session per day focusing on fluency.	SEND- as directed on IEP Bottom 20% daily	Daily

Progression through Read Write Inc

What to teach during the Speed Sound Lesson for each group		
Group	Speed Sound Lesson	At the next assessment, children should be able to:
Set 1 Sounds Group A	 <p>Set 1 Speed Sound Lesson</p> <ul style="list-style-type: none"> Teach Set 1 Sounds Teach Word Time 1.1 – 1.3 words – learning to blend Spell using Fred Fingers Fred Talk. 	<ul style="list-style-type: none"> Read most Set 1 single-letter sounds.
Set 1 Sounds Group B	 <p>Set 1 Speed Sound Lesson</p> <ul style="list-style-type: none"> Teach gaps in Set 1 single-letter sounds Teach Word Time 1.1 – 1.4 – learning to blend Spell using Fred Fingers Fred Talk. 	<ul style="list-style-type: none"> Read most Set 1 single-letter sounds Blend sounds into words orally.
Set 1 Sounds Group C	 <p>Set 1 Speed Sound Lesson</p> <ul style="list-style-type: none"> Teach gaps in Set 1 single-letter sounds Teach Word Time 1.1 – 1.5 – learning to blend / blending independently Spell using Fred Fingers Fred Talk. 	<ul style="list-style-type: none"> Read all Set 1 single-letter sounds speedily Read Word Time 1.1-1.5 words with Fred Talk.
Dirty	 <p>Dirty Speed Sound Lesson</p> <ul style="list-style-type: none"> Teach Set 1 Special Friends Teach Word Time 1.5-1.8 Review Word Time 1.1-1.4 Nonsense words (3 sound words) Spell using Fred Fingers. 	<ul style="list-style-type: none"> Read all Set 1 Sounds speedily, including Special Friends Read Word Time 1.5 words with Fred Talk Read 3 sound nonsense words with Fred Talk.
Red Dirty	 <p>Dirty Speed Sound Lesson</p> <ul style="list-style-type: none"> Outsdy review Set 1 Sounds (reading) Teach Word Time 1.6-1.7 (4 and 5 sound words) Review Word Time 1.1-1.5 Nonsense words (3 and 4 sound words) Spell using Fred Fingers. 	<ul style="list-style-type: none"> Read Word Time 1.6-1.7 (4 and 5 sound words) with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk.
Green/Purple	 <p>Set 2 Speed Sound Lesson</p> <ul style="list-style-type: none"> Teach Set 2 Sounds and corresponding Phonics Green Words Review Set 1 and previously taught Set 2 Phonics Green Words Nonsense words Spell using Fred Fingers. 	<ul style="list-style-type: none"> Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oai) speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.7 speedily.
Pink	 <p>Set 2/3 Speed Sound Lesson</p> <ul style="list-style-type: none"> Teach remaining Set 2 Sounds and corresponding Phonics Green Words Once confident, teach Set 3 Sounds and corresponding Phonics Green Words Review Set 1 and previously taught Set 2 Phonics Green Words Nonsense words Spell using Fred Fingers. 	<ul style="list-style-type: none"> Read the last six Set 2 Sounds (ar, or, air, it, oi, ou) speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6-1.7 and first six Set 2 Sounds in Phonics Green Words speedily.
Orange	 <p>Set 3 Speed Sound Lesson</p> <ul style="list-style-type: none"> Teach Set 3 Sounds and corresponding Phonics Green Words Review Set 1 and previously taught Set 2 and Set 3 Phonics Green Words Nonsense words Spell using Fred Fingers (focus on Set 2 Words). 	<ul style="list-style-type: none"> Read Set 2 Sounds in nonsense words with Fred Talk Read Word Time 1.6-1.7 and Set 2 Phonics Green Words speedily.
Yellow	 <p>Set 3 Speed Sound Lesson</p> <ul style="list-style-type: none"> Teach Set 3 Sounds and corresponding Phonics Green Words Review Set 1 and previously taught Set 2 and Set 3 Phonics Green Words Nonsense words Spell using Fred Fingers. 	<ul style="list-style-type: none"> Read first five Set 3 Sounds (a-e, ee, i-e, o-e, u-e) speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read a passage at 60-70 words per minute, attempting intonation.
Blue	 <p>Set 3 Speed Sound Lesson</p> <ul style="list-style-type: none"> Teach review Set 3 Sounds and corresponding Phonics Green Words Review Set 1, Set 2 and Set 3 Phonics Green Words Nonsense words Spell using Fred Fingers, support correct grapheme choices. 	<ul style="list-style-type: none"> Read all Set 3 Sounds speedily Read Set 3 Sounds in nonsense words with Fred Talk Read a passage at 70-80 words per minute, attempting intonation.
Grey	 <p>Set 3 Speed Sound Lesson</p> <ul style="list-style-type: none"> Review Set 1, Set 2 and Set 3 Sounds and corresponding Phonics Green Words Nonsense Words Spell using Fred Fingers, support correct grapheme choices. 	<ul style="list-style-type: none"> Read all Set 3 Sounds in nonsense words with Fred Talk Read multi-syllabic Phonics Green Words speedily Read a passage at 80-90+ words per minute with intonation that shows comprehension.

How we teach phonics at MW

The Teaching of Phonics



Session Purpose:

- Introduce aims/key objective of the session

Session Preparation:

Ensure you have the following:

- Teacher/practical resources
- Pupil resources
- Space for scaffolding

1. Speed sounds- Recap on previously taught **phonemes** / **graphemes** (red/green words to be included as appropriate)

2. Teaching time (scaffolding)

- **Hear it / say it** (pronunciation)
- **Read** – sound buttons / MTTT
- **Word**- build it/ blending
- **Spell** – segmenting (Fred fingers/ magnetic letters / written)

3. Application- Reinforce main teaching

- Word level** – reading / blending (dependant on groupings) spelling
- Sentence level** - reading / writing / accessing decodable texts / sentence construction

4. Assess-

- **Assess** the children's learning/ round up
- **Identifying** any children with misconceptions
- **Verbal / observation** of practical skill / written- mini challenge / dictation

Repeat the above daily teaching sequence.

Non-negotiables:

What?

Scheme:

- RW1
- Refer to the recommended order in Teacher handbook

When?

Frequency: 5 times weekly

Session length:

30/ 45 minutes (Reception)

1 hour full programme in Year 1 and Autumn term Year 2 or until programme completed

Non-negotiables:

How?

- Daily teaching sequence for session structure
- RW1 Planning

Where?

Apply/Assess: Record into the Children's lined phonics books, where work completed on whiteboards or using decodable texts identify on planning frame OR as appropriate photograph evidence and stick into children's books.

Across the course of the week we would expect to see:

- Opportunities to blend
- Opportunities to spell
- Holding a sentence / writing activities

How we all plan and record phonics....



Malvern Wells Weekly Phonics Planning – RWI W/b _____



Day	Speed sounds	Teaching time	Application	Assessment	Assess/ Observations <small>(Identify any key children to follow up / re-teach/ address misconceptions)</small>
Monday	Sounds previously taught: _____	Introduce today's phoneme/ grapheme: Hear it: Say it: Read: Word: Spell:	a. _____ b. _____		
Tuesday	Sounds previously taught: _____	Introduce today's phoneme/ grapheme: Hear it: Say it: Read: Word: Spell:	a. _____ b. _____		
Wednesday	Sounds previously taught: _____	Introduce today's phoneme/ grapheme: Hear it: Say it: Read: Word: Spell:	a. _____ b. _____		
Thursday	Sounds previously taught: _____	Introduce today's phoneme/ grapheme: Hear it: Say it: Read: Word: Spell:	a. _____ b. _____		
Friday	Sounds previously taught: _____	Introduce today's phoneme/ grapheme: Hear it: Say it: Read: Word: Spell:	a. _____ b. _____		



Read Write Inc Organisation at Malvern Wells



Classroom organisation checklist

	Teaching area 1	Teaching area 2	Teaching area 3	Teaching area 4
Display items				
✓ An ordinary whiteboard or flipchart for writing activities.				
✓ The simple or complex chart displayed where children can see it.				
✓ A large pocket chart. Use it to display: <ul style="list-style-type: none"> • The title of the Storybook or the Non-fiction text, plus a few artefacts/pictures specific to the Storybook • Story Green Words (just the ones for the story) • Red Words for the story • Speedy Green Words – the words that have been taught recently • Previously taught Red Words that need further practice. 				
✓ Apron – to carry Speed Sound Cards and <i>Phonics</i> Green Word Cards.				
Items for teachers to prepare before lessons				
✓ Sticky notes with prepared TOLs (for Ditty and Storybook lessons).				
✓ Story Introduction – print from online if preferred, and practise reading.				

Intervention recording for 1:1 RWI at Malvern Wells



Progress through Word reading – Read Write Inc

Name:

Sounds:
Know Set 1 single letter sounds
Know Set 1 'Special friends' sounds
Read set 1 sounds speedily

Know Set 3 sounds
Read Set 3 sounds speedily

Speed Sounds:
m a s d t / l n g p o / c k u b / f e
l h sh ck r / j v y w / th z ch q u x
ng nk
ay ee igh ow oo o oar air ir ou oy
Ea oi a-e i-e o-e u-e aw are ur er
ow ai oa ew ire ear ure tious tion

Accuracy:
Oral blending
Blend with speed sound cards
Phonic green CVC words containing sounds they know (1.1-1.3)
Phonic green CVC words containing special friends (1.4-1.6)
Phonics green words containing 4 sounds (1.7)
Phonic green words containing 5 sounds (1.7)
Phonics green words containing Set 2 Sounds
Nonsense words containing Set 1 and Set 2 sounds
Phonic green words containing Set 3 sounds
Nonsense words containing Set 3

Speedy Green Words – Fred in your Head to speedy	Number of speedy words
Red	22
Green	34
Purple	31
Pink	45
Orange	55
Yellow	58
Blue	60
Grey	99

Red Words
I the you your said was are of want what they to he me be we she be no go old her does all many any one some come who where there here were love two once walk could would should why now how my by school their

How do we assess phonics at Malvern Wells

What?

Baseline- Sound and word entry assessments using RWI assessment

Assessment discussions- weekly catch up with reading leader at Staff meeting or via email

Regular assessment- Sound and word assessment pages (RWI) and completed Question Level Assessment to identify trends

Mock screening- Past papers and QLA for each one

Assessment for learning- Ongoing on planning format page

When?

September- Baseline

Weekly- Informal discussions

Half termly- Formal update using RWI assessments

December and April- Mock screenings

June- Official screening process

Where?

All assessment outcomes to be recorded and kept in the assessment section of your English Non-negotiables folder.

Who?

Baseline- All teaching staff

Assessment discussions- SLT and all teaching staff

Regular assessment- All teaching staff and trends collated by RWI Lead

Mock screening- All teaching staff and trends collated by RWI Lead

Intervention

Daily keep up sessions

Assessment using Intervention proforma.

Feedback to Teachers and RWI leader

Home reading using Phonics Books at Malvern Wells...

Purpose:

- For every child to have a book that reflects their prior teaching within phonics
- For every child to have the opportunity to develop fluency by re-reading and recurring exposure to words, building orthographic store.

1. Assess- children to be assessed using AR assessment and given a reading age and ZPD score. Record assessments on AR assessment format



2. Recording - Each child to be given a ZPD score and a zone to select books from.



3. Monitor book reading in dairies (initial daily) and allow children to change within their zone



4. Re-assess

Using the AR assessment reassess and give a new Reading Age and ZPD. Record assessments on AR assessment format



Repeat

Non-negotiables:

- All children who have graduate the RWI programme must be baseline assessed on Accelerated Reader.
- Half termly assessment must be completed and recorded on given format
- All children's reading dairies must be checked and initialled daily
- Reading of the children at home must be recorded daily
- Regular changing of books within their zone must be completed and monitored by each class.

Whole Class Guided Reading at Malvern Wells



Whole Class Reading at Malvern Wells

Purpose:

- Learning is based on the curriculum reading domains and skill progression within these
- Children get to read with their teacher (or a group leader) everyday
- Children get to experience and deconstruct an appropriate breadth of text types and genres
- All children are immersed in the same high-quality literature and discussion

1. **Identify and explain key aspects of fiction and non-fiction texts and give and explain the meaning of words in context** → Teacher reads to whole class modelling expression and inference asking children what inference question could've been written from that paragraph? Teacher re – reads the passage and gets children to hoover up every last piece of new vocabulary. Stop and give children time to write these words down in guided reading books and check meanings/discuss. **Round up-** What? How? Children to demonstrate their understanding and evaluate against the overall learning objective



2. **Retrieval, record and fluency** → Teacher to re –read section. Quiz the children on the new vocabulary from yesterday. 60 second retrieval quiz using an IWB timer. Flash through a series of multiple choice questions (that you have written). Time pressure keeps children focussed and gives you chance for assessment. Return to the text. Teacher begins to read and plays 'Jump In' where the children take over (individuals, whole class, groups etc). Focus on your middle ability readers in this activity. **Round up-** What? How? Children to demonstrate their understanding and evaluate against the overall learning objective

3. Retrieval, decoding and fluency → Find and Copy - approximately 5 questions in 5 minutes. E.g. Find and copy 1 word from the 3rd paragraph that tells us that Maria is beginning to have second thoughts about her decision to follow Jim into the woods. Children read independently carrying on in the text. Be clear about where they need to start and finish focusing on appropriate pace for their age. **Round up-** What? How? Children to demonstrate their understanding and evaluate against the overall learning objective



4. Make Inferences (and explain and justify these) → Children to spend 15 minutes answering questions (that you have written) in their Guided Reading books. These can be differentiated for SEND questions to address specific skill gaps (but do not differentiate for the sake of differentiation). **Round up-** What? How? Children to demonstrate their understanding and evaluate against the overall learning objective



5. Predict / Summarise (Alternate) →

Summarising - questions to be answered in GR books

- Tell us what you have read in your own words.
 - Only tell the important information, not the little details.
 - Keep it as short as you can!
 - It is a reminder of what has been read so far.
 - The most important ideas are ...
 - The main idea is ... This part was about ... First, Next, Then, ... This story takes place in ...
- The main characters are ... The problem of the story is ...

Predicting - questions to be answered in GR books

- Use what you have read or clues from the illustrations to help figure out what the group will learn or what will happen in the text.
- You can change your predictions as you read on!

I think I'll bet... I wonder if ... I imagine ... I suppose ... I predict ... I think this text will be about...

Round up- What? How? Children to demonstrate their understanding and evaluate against the overall learning objective



Assessment- what are each individual needs and reading targets?

Non-negotiables:

- All children should be in mixed-attainment pairs, so as to allow for frequent, paired discussion
- Text chosen should provide a appropriate challenge for all members of the class
- When reading, the teacher must model good use of intonation, movement, volume and expression
- Teachers should be actively monitoring pace, so as to ensure high levels of engagement throughout the lesson
- A range of text types and genres are used throughout the year and where possible links are made with the curriculum topic

Reading intervention beyond RWI at Malvern Wells

Fluency Reading at Malvern Wells CE Primary School



Vocabulary colouring- Colour any words or phrases the children may need explanation of – use objects or pictures where necessary. Display these words for the children to see



Teacher modelled reading - Teacher reads the whole passage modelling fluency and expression. Re read and children to trace using a ruler or guide



Partner Reading- Show the children the written text and ask them to read with their partners
Partner 1 reads, whilst partner 2 listens then swap



Jump In- teacher starts and stops for them to complete **the last word** of each sentence



Choral Reading: Choral – teacher begins, setting the pace and the children join in when confident

Independent Reading- use question stems to focus discussion for group- record discussion outcomes on planning frame



Independent- Teacher to listen in on and focus on decoding/ fluency during this time for a couple of pupils within the group (this does not have to be all of them.) All children reading at the same time and familiarising further with the text. (Give them a starting and ending point ready for questioning)

Text	Start	End

24. Make a list of questions from the text
- What makes you think that?
 - Which words give you that impression?
 - How do you feel about...?
 - Can you explain why...?
 - I wonder what the writer intended?
 - I wonder why the writer described...?
 - What do these words mean and why do you think the author chose them?



Round up- What? How? Children to demonstrate their understanding and evaluate against the overall learning objective and success criteria- or record overall responses to the text



Assessment- Reference evidence on pupil's reading targets in the front of their reading skills books (Fluency Intervention Pack)

How do we assess Reading at Malvern Wells?

What?

Baseline- Sound and word entry assessments using RWI assessment for Reception and Year1. Y2 – Y6 use baseline as entry level from previous year

Assessment discussions- weekly catch up with reading leader at Staff meeting or via email

Regular assessment- Sound and word assessment pages (RWI), PIRA termly

Mock screening- Past papers used for Y2 and Y6 at regular intervals and QLA completed by class teacher and shared with Reading leader

Assessment for learning- Ongoing on planning format page

When?

September- Baseline RWI R and Y1

Weekly- Informal discussions

Half termly- Formal update using RWI assessments

Termly – PIRA and formal data added to Educater

December and April- Practise SATs with QLA and mock PSC

June- Official screening process for Phonics

Where?

All assessment outcomes to be recorded and shared with English leader and in the assessment section of your English Non-negotiables folder.

Who?

RWI Baseline- Trained Class 1 and class 2 staff

Assessment discussions- SLT and all teaching staff through Pupil Progress

Regular assessment- All teaching staff and trends collated by Reading Lead

Mock screening- All teaching staff and trends collated by Reading Lead

Daily keep up sessions planned and monitored for impact

Intervention

Assessment using Intervention proforma.

Feedback to Teachers and Reading leader

Progression of Reading skills at Malvern Wells

Progression in Reading – Years R – 6 at Malvern Wells



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding / Fluency	Join in with well-known or repeated phrases in stories which are read to them. Decoded and blend CVC and then CCVC words.	Children read confidently by decoding using the sounds they have been taught so far. They have a growing number of words they can read automatically.	Children can read at a speed of 90 words per minute. Children develop expression when reading aloud, particularly where characters are speaking in a story.	Fluency is developed by choral reading in Whole class reading and echo reading in small groups where needed.	Children can read silently and aloud, reading fluently enough to gain the meaning from the text, re-reading where necessary. Children can use expression confidently when reading aloud.	Children can read silently, they recognise words automatically and group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.	
Retrieval	Children can answer simple recall questions about stories without pictures or prompts.	Children can answer questions about what has just happened in a story.	Children can explain their understanding of independent reading by answering simple questions about what they have just read.	Children begin to learn the skill of 'skim and scan' to retrieve details. Children begin to use quotations from the text.	Children confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.	Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. They use evidence from across larger sections of text.	Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts.
Prediction	Makes suggestions about what might happen next or how a story might end based on events so far. Innovate stories through role play and small world play.	Children make simple predictions based on the story and on their own life experience. They can begin to explain these ideas verbally or through pictures. Adults might scribe their ideas.	Children make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.	Children use relevant prior knowledge to make predictions and justify them. They are taught the skill of using details from the text to form further predictions.	Children use relevant prior knowledge as well as details from the text to form predictions and to justify them. They are taught to monitor these predictions and compare them with the text as they read on.	Predictions are supported by relevant evidence from the text. Children confirm and modify predictions as they read on.	Predictions are supported by relevant evidence from the text. Children confirm and modify predictions in light of new information.
Inference	Children can infer meaning about characters' feelings using pictures and verbally link these to their own experience.	Children make inferences about characters' feelings using what they say and so to infer basic points with direct reference to the pictures and words in the text.	Children make inferences about characters' feelings using what they say and so to infer basic points and begin, with support to pick up on more subtle references.	Children can infer characters' feelings, thoughts and motives from their stated actions. They begin to justify them by referencing a specific point in the text.	Children can infer characters' feelings, thoughts and motives from their stated actions. They will consolidate the skill of justifying them using a specific reference point in the text.	Children can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They begin to draw evidence from more than one place across a text.	Children can infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text.
Questioning	With support, children can generate simple questions using who, when, what, how and why.	Children can generate literal recall questions. They are taught how to ask questions before, during and after reading.	Children generate literacy recall questions of their own which go with the text they are reading before, during and after reading. Children can use their own question words and begin to be able to change their questions as they progress through the text.	Children generate a variety of questions – recall and inferential to help them understand the text further. Introduce the idea of 'story themes' Love, friendship, revenge, learn a lesson, good vs evil etc.	Children generate a variety of questions – recall and inferential and questions about the deeper meaning of a text to help them understand the text further. Develop the idea of story themes. Courage, overcoming obstacles etc.	Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking skills that take the discussion deeper and beyond the text.	Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the discussion beyond the text.
Summarising	Children recall and order key events from the text. They use a story line or narrative in their role play and small world play.	Children retell and order events from the text. They begin to discuss how events are linked.	Children retell and order events from the text. They begin to discuss how events are linked. They are able to focus on the main content of the story.	Children begin to distinguish between the important and less important information in a text. They are able to give a brief verbal summary of. Teachers begin to model how to record summary writing.	Children use skills developed in year 3 and are able to write a brief summary of main points, identifying and using important information.	Children begin to make connections between information across the text and include this information in their written summaries.	Children summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.

Reading for Pleasure at Malvern Wells



Reading for Pleasure at Malvern Wells

Purpose:

- For every child to learn to love reading
- For every child to be exposed to a wide range of books – fiction, non-fiction, modern fiction, graphic novels, traditional tales, magazines, comics
- To increase reading frequency ensuring children enjoy reading and improve their attainment
- To prioritise reading for pleasure to support emotional and social development
- To close the emerging language gap by immersing children in vocabulary

Non – negotiables for reading for pleasure

Classroom environments

- Every classroom must have a dedicated reading area with baskets displaying the following:
 - Modern Fiction (including Sci Fi)
 - Non-fiction (topic related)
 - Graphic Novels
 - Traditional Tales (progressive) /fairy tales
 - Comics
 - Magazines and Newspapers
 - Poetry – modern and classic

This environment should be aesthetically enticing to the age group of children.

- These resources must be updated regularly and respond to the preferences of current cohorts
- Teachers must keep their attention on new modern fiction releases appropriate to their age range – twitter is great for supporting this.
- Children must be given time to read for pleasure

Story times

- Children must be exposed to daily high quality story time (10 mins minimum)
- This must be timetabled in and shared with the English lead
- Teachers must select well pitched books that ignite passion in their current cohort.
- Story time must include a range of texts over the year
- Story texts are not pre planned but reflect the current cohort.
- Where possible these books should link to curriculum topics
- Teachers must record the stories they share to avoid too much repetition

Other strategies promoting Reading for Pleasure at Malvern Wells

- Book Breakfasts
- Half termly reading newsletter
- Reading Ambassadors promoting reading
- Cosy Time – lunch time club
- Story time club KS1
- Bedtime story Boxes
- World Book Day
- Author Visits – Author tweets
- Swap a class to share a story

Accelerated Reader at Malvern Wells

Purpose:

- For every child to read broadly within their reading age
- For every child to have exposure to wide variety of reading genres and to develop a deeper love of reading for pleasure
- To ensure the rapid progress of every pupil through the stages.

1. Assess- children to be assessed using AR assessment and given a reading age and ZPD score.
Record assessments on AR assessment format



2. Recording - Each child to be given a ZPD score and a zone to select books from.



3. Monitor book reading in dairies (initial daily) and allow children to change within their zone





4. Re-assess

Using the AR assessment reassess and give a new Reading Age and ZPD. Record assessments on AR assessment format



Repeat

Non-negotiables:

- All children who have graduate the RWI programme must be baseline assessed on Accelerated Reader.
- Half termly assessment must be completed and recorded on given format
- All children's reading dairies must be checked and initialled daily
- Reading of the children at home must be recorded daily
- Regular changing of books within their zone must be completed and monitored by each class.

Accelerated Reader for parents of Malvern Wells



Accelerated Reader
at Malvern Wells.

A Guide for Parents.

Headteacher: Mrs A Earp

Malvern Wells CE Primary School

263 Wells Road,

Malvern

WR14 4HF

01684 561179

How can you help at home?

- Reading at home every day for 10-20 minutes (listening to your child where age appropriate)
- Talk to your child about their book and develop their understanding
- Sign their diary to acknowledge that they have read every day
- Ensure your child carries out the quizzes for each book they read
- Ensuring children bring books back to school in good condition
- Talk to your child/children about books – your own preferences and, when possible, let them see you as a reader.



What is Accelerated Reader?

- A powerful tool to monitor and manage independent reading and home reading after Read Write Inc
- A system that combines assessment, producing a reading score and breadth, with a wide range of books ensuring all children can read broadly within their ability.

What are the benefits of Accelerated Reader?

- Provides children with opportunity to grow and develop reading skill and pleasure
- Gives children independence to select their own books from a centralised but banded area
- Motivates children to read for pleasure
- Specific to children's individual reading attainment and links directly with the National Curriculum

Why change our reading system?

- We are committed to ensuring all children have every opportunity to learn to love reading
- It strengthens teacher and parent monitoring and evaluation to move children forward in their reading whilst ensuring they are able to read a wide range of texts at their ability.

How does it work?

















- Children complete the STAR reading test
- This gives them a Zone of Proximal Development (this is the zone within which children will make the most progress and provide optimal growth without frustration) e.g. 3.4-5.1
- The higher the decimal score the harder the book – old banding systems are gone and do not correlate

- Children select a book (at first at the lower end of their ZPD to begin to develop fluency and build on challenge and previous skills) – read it
- School and parents support and encouraging the reading of the book regularly and discuss the books
- Ideally, a quiz will be taken at home 24-48 hours after they completed the book
- Analyse their score (child/teacher/parent) and make decisions about the next book – 80% or above
- Return book back and select new book within decimal bracket



EYFS core books at Malvern Wells


MALVERN WELLS CE PRIMARY SCHOOL -SUGGESTED CORE TEXTS FOR EYFS

Autumn Term						
<p>Me and My School Suggested texts to read and share during Baseline No focus texts- please cover any of these suggested and any in addition.</p>	<p>Starting School Janet and Alan Ahlberg</p> 	<p>First Day at Bug School Sam Lloyd</p> 	<p>Lucy and Tom go to School Shirley Hughes</p> 	<p>Whiffy Wilson – The Wolf who wouldn't go to school Caryl Hart</p> 		
<p>Awesome Autumn Focusing our early reading on familiar texts</p>	<p>The Gingerbread Man Ladybird</p> 	<p>Owl Babies Martin Waddell</p> 	<p>'Wow!' said the Owl Tim Hopgood</p> 	<p>We're going on a Bear Hunt Michael Rosen</p> 	<p>Pumpkin Soup Helen Cooper</p> 	<p>Squirrel's Busy Day Lucy Barnard</p> 
<p>It's Christmas! Trip to plan</p>	<p>The First Christmas Rod Campbell</p> 	<p>Stickman Julia Donaldson</p> 	<p>Alfie's Christmas Shirley Hughes</p> 	<p>The Christmas Story Ian Beck</p> 	<p>The Nativity Play Mick Inkpen</p> 	<p>The Jolly Christmas Postman J&A Ahlberg</p> 

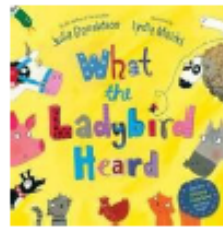
Reading, Writing and Foundation subjects in EYFS


English: We recommend the use of Oak Academy for all English lessons. Follow the website link and select Year 1 or Reception and work through a whole sequence together

<https://classroom.thenational.academy/>

- Read or watch the story of What the Ladybird Heard by Julia Donaldson. Can you talk about what happens in the story? <https://www.youtube.com/watch?v=Lckjgm91Lck>
- Story map Make a story map to help you retell the story of What the Ladybird Heard (see example). 
- Draw and write Draw a picture of each of the animals in the book and write the sound that each one makes.
- Rhyming words Can you identify the rhyming words in the story? Challenge: think of some other words that rhyme with those in the story.
- Singing Watch Julia Donaldson sing the What the Ladybird Heard Song <https://www.youtube.com/watch?v=7NbyiDpY6Ww> Can you




Learning Class 1— Reception Year 1 What the Ladybird Heard




 Use with resource

Maths: We recommend the use of Oak Academy for all maths lessons. Follow the website link and select Year 1 or Reception and work through a whole sequence together <https://classroom.thenational.academy/>


<https://classroom.thenational.academy/>

- **Sorting animals** think of all of the animals that you might find on a farm (see examples). Can you group them by the number of legs that they have: 2 or 4. Challenge: how many legs would 2 pigs have altogether, 4 horses have altogether etc? (Top tip- it might help if you draw them.) 
- **Number bonds to 10** Use the ladybird templates or draw your own. Now give your ladybird 10 spots by sharing the spots between the 2 wings e.g. 6 on one wing and 4 on the other. How many different ways can you find to make 10 spots? 
- **2D Shapes** Make your favourite farm animal using 2D shapes. You can either print and use the sheets provided or have a go at cutting your own shapes out of pieces of scrap paper and designing your own farm animal. Can you name each of the shapes you use and describe the number of corners and sides it has? 

Investigate:

- **ICT** Learn how to be a farmer and have a go at looking after your own farm using the 'All on the Farm game' on the CBeebies website: <https://www.bbc.co.uk/cbeebies/games/down-on-the-farm-a-year-on-your-farm>
- **How do chicks hatch?** Watch this video of some chicks hatching out of their eggs. Think of some words to describe how the chick looks when it first hatches and then how it looks a little while later. https://www.youtube.com/watch?v=tof5b1Qs_OE 
- **Learn about your favourite farm animal** Use books, talk to the people in your house or ask a grown up to help you use the internet to find the answers to these questions about your favourite farm animal: How big are they? What do they like to eat? Where do they sleep? What do they like to do? What colours do they come in? And any other interesting things you would like to learn.
- **Try a new recipe!** Have a look at the 'I can cook' website for ideas. <https://www.bbc.co.uk/food/programmes/b00w1ddl/recipes>

Creative

- **Junk Model** a burglar trap Build a trap to catch the burglars who visit the farm using junk from around your house such as yoghurt pots, string, cardboard boxes etc.
- **Make your own farm** Go on a nature hunt in your garden or your local area and collect lots of natural resources such as grass, sticks and leaves. Bring them home and make them into a farm for your toy animals. If you don't have toy animals at your house, you could draw some on little pieces of paper or print some out. 
- **Farm yard baking** Have a go at one of the farm animal baking activities on the additional sheet including making a piggy bread roll, a cauliflower sheep or a hard boiled chick.
- **Paint with a carrot** On farms they grow vegetables as well as animals. Try using a carrot as a pen/ paint brush to paint a picture or put some shaving foam on a plate or tray and use the carrot to mark make. If you haven't got shaving foam use washing up liquid or a bar of soap and a tiny bit of water. Wiggle it around with your hands until you have made lots of bubbles!

Writing at Malvern Wells



Early Writing at Malvern Wells CE

What is writing? A vibrant and exciting act of communication

Fundamentals:

1. Pre-writing skills are the lines and strokes children need to master and know BEFORE learning how to print the alphabet as well as the physicality.
2. Early-Writing is more than holding a pencil and it is reliant upon strong gross motor skills and developed fine motor skills. Physical skills to support their bodies and fine motor skills to manipulate a writing tool
3. Crossing the midline of the body is essential for early writing - It promotes the coordination and communication of the left and right hemispheres of the brain which is essential for writing.
4. Accurate pencil grip and the right way to write must be promoted from day 1
5. Children will not develop correct letter formation without direct teaching.

Early Learning goals - Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Typical behaviours that relate to handwriting for this learning goal:

- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- Write own name and other things such as labels and captions
- Attempt to write short sentences in meaningful context

Core learning skills for handwriting:

- Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly. Write own name and other things such as labels and captions

Long Term Curriculum Writing map

Class 2 Long Term English Plan

Cycle 1

	Enquiry Question	Subject Driver	English Content						
			Purpose	Text Type	Model text	Block Length	Hot Task	Expected writing across the curriculum	Supplementary Texts
Autumn 1	Why is the history of my locality significant?	History	Entertain	Story	3 Little Pigs	3 weeks	Y1 – retell Y2 – 3 little aliens and the big bad robot	Labelling in science	The Three Little Wolves and the Big Bad Pig. Wanted the Perfect Pet Three little aliens and the Big Bad robot
			Entertain	Character Description	Big Bad Wolf	2 weeks	Big bad robot	Explanation in science	
			Inform	Recount (letter)	A letter from 3 pigs about their building	2 weeks	Recount of topic Trip	Creation written as a story - RE	
Autumn 2	How does the weather effect our lives?	Geography	Entertain	Story	Lila and the Secret of Rain	3 weeks	Y1 – character innovation Y2 – full innovation	Instructions from DT Christmas story as a narrative	Tree- Seasons come, seasons go Secrets of Winter Little Cloud
			Entertain	Setting	Snow Queen	1 week	Innovate to weather focus	Weather dairy entries Information about scientist studied	
			Inform	Instructions	How to make a Kite	2 weeks	How to make a Christmas		
Spring 1	How do our favourite toys and games compare with those of children in the 1960s?	History	Entertain	Story	Who are you Stripy Horse?	3 weeks	Innovation	Instructions for puppet writing	Traction Man Dogger That rabbit belongs to Emily Brown Lost in the toy museum I love you Blue Kangaroo
			Entertain	Poetry	Teddy Bears (Grammar 5) Rhyme	1 weeks	Innovated linked to Toys	Explain what is the Good News Jesus Brings	
			Inform	Non Chron	Toys from the 1960s	2 weeks	Toys now	Comparison of materials	
Spring 2	How does the geography of Kampong Ayer compare to the Geography of where I live?	Geography	Entertain	Story	Goldiluck and the 3 pandas (twisted)	3 weeks	innovation	Recount of Easter	Goldilocks and the three bears The colour of Home Come Home with us A House Held up by Trees
			Inform	Instructions	Asian cooking recipe	2 weeks	Innovate linked to PSHE	Instructions for how to look after a plant (model on Graamar5)	
			inform	Non chron	All about Kampong Ayer	2 weeks	All about where I live		

Planning for writing at Malvern Wells

Planning format for Talk for Writing Fiction Y1-Y6

Malvern Wells 2019-2020



Malvern Wells Talk for Writing Planning structure

1

Planning for Recount writing

At Malvern Wells CE Primary School



Planning for Information Text (Non Chronological Reports)

At Malvern Wells CE Primary School



Writers Knowledge at Malvern Wells



Writer's Knowledge at Malvern Wells CE Primary School

Text type	Purpose	Generic Text Structure	Sentence/ Word Level Features	Writer's Knowledge
Retelling traditional tales	To entertain and to pass on traditional culture	<ul style="list-style-type: none"> Opening that includes a setting (of place and time) and introduces characters A series of events that build up Complication(s) Resulting events Resolution and ending	<ul style="list-style-type: none"> Written in first or third person Written in past tense Chronological Main participants are human or animal contrasting 'good' and 'bad' Use of motifs, eg principle of three, youngest son as hero Connectives that signal time, eg early that morning, later on, once Dialogue in differing tenses Verbs used to describe actions, thoughts and feelings Language effects used to create impact on reader, eg adverbs, adjectives, expressive verbs, similes, etc. Some use of repetitive structures, eg... butte first tasted too hot...but the second tasted too cold	<ul style="list-style-type: none"> Borrow words and phrases to link the tale together. Rehearse by constant retelling before writing. Be clear about the few key events. Add in detail to embellish – but do not add in too much or you may distract the reader from the main events. Try to see the story happening in your head as you retell events/write. Use some repetitive lines, eg so he huffed and he puffed... especially if you wish the audience to join in. Keep the main characters distinctively good, bad, lazy, silly, etc. You can alter the setting and many details but the main events in the plot have to stay, eg Snow White in New York. Reread the tale aloud to see if it 'reads well'. Try it out on small groups

Recount	<ul style="list-style-type: none"> To retell events 	<ul style="list-style-type: none"> Orientation – scene setting opening, eg I went to the shop... Events – recount of the events as they occurred, eg I saw a vase... Reorientation – a closing statement, eg when I got back, I told my mum. (with elaboration in more sophisticated texts) 	<ul style="list-style-type: none"> Written in the past tense, eg I went In chronological order, using connectives that signal time, eg then, next, after, meanwhile Focus on individual or group participants, eg we, I 	<ul style="list-style-type: none"> Details are vital to bring incidents alive. Use specific names of people, places, objects, etc. Pick out incidents that will amuse, interest or that in some way are significant. You can write as if you were ‘telling the story’ of what happened. Plan by thinking, noting or drawing – when? who? where? what? and why? Use a flow chart to plan the sequence. End by commenting on events.
Non-chronological report	<ul style="list-style-type: none"> To describe the way things are 	<ul style="list-style-type: none"> An opening, general classification, eg Sparrows are birds. More technical classification (optional), eg Their latin name is... A description of the phenomenon, including some or all of its: <ul style="list-style-type: none"> qualities, eg Birds have feathers. parts and their function, eg The beak is... habits/behaviour or uses, eg They nest in... 	<ul style="list-style-type: none"> Written in the present tense, eg they nest Non-chronological Initial focus on generic participants, eg sparrows I general, not Sam the sparrow Moves from the general to the specific 	<ul style="list-style-type: none"> Plan under paragraph headings in note form. Use a range of resources to gather information. Select facts from a range of sources to interest the reader, eg books CD-ROM, interviews. Possible use of a question in the title to intrigue the reader, eg Yetis – do they exist? Be clear, so that you do not muddle the reader. Open by explaining very clearly what you are writing about – take an angle to draw the reader in. Use tables, pictures, diagrams to add more information. Possibly end by relating the subject to the reader, eg Many people like whales... Reports are factual but you could add comments or use questions to draw in the reader Reread as if you knew nothing about the subject to check that you have put the information across successfully
Instructions and procedures	<ul style="list-style-type: none"> To describe (or instruct) how something is done through a series of sequenced steps 	<ul style="list-style-type: none"> Goal – a statement of what is to be achieved eg How to make a sponge cake Materials/equipment needed, listed in order, eg 2 eggs, flour Sequenced steps to achieve the goal, eg Cream the sugar and butter. Often diagrams or illustrations 	<ul style="list-style-type: none"> Written in the imperative, eg Sift the flour In chronological order, eg first, next Use of numbers, alphabet or bullet points and colour to signal order Focus on the generalised human agents rather than named individuals. 	<ul style="list-style-type: none"> Before writing instructions be clear about what is needed and what has to be done, in what order. Think about your readers. You will need to be very clear about what to do or they will be muddled – if they are young, You may have to avoid technical language or use simple diagrams. The title should explain what the instructions are about – using how to... helps, eg How to play cricket. In your querying you may need to say when the instructions are needed, eg If your computer breaks down...

Pitch for writing...

Genre		
<p>Fiction: Retelling Traditional Tales Retelling Fairy Stories Retelling range of stories / settings Writing about personal experiences (fictional)</p>	<p>Non-fiction: Writing about real events – Recount Information Texts Writing about personal experiences and those of others Instructions Explanations Non-chronological reports Non-fiction texts that are structured in different ways; dictionary, leaflets etc.</p>	<p>Poetry: Contemporary and classic poetry- reciting / performing /writing Poems with particular patterns. Silly poems and other humorous texts that play with language (derihow), for example: riddles, language puzzles, jokes, nonsense sentences (alliteration, or the juxtaposition of surprising and unusual elements). Simple poems or passages of descriptive prose based on closely observed experience.</p>
Statutory Requirements		
<p>Word reading: Pupils should be taught to: Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same GPCs as above. Read words containing common suffixes. Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word. Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Comprehension: Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently. Discussing the sequence of events in books and how items of information are related. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Being introduced to non-fiction books that are structured in different ways. Recognising simple recurring literary language in stories and poetry. Discussing their favourite words and phrases. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Understand both the books that they can already read accurately and fluently and those that they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Making inferences on the basis of what is being said and done. Answering and asking questions. Predicting what might happen on the basis of what has been read so far. Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p>	<p>Composition: Develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional) Writing about real events. Writing poetry. Writing for different purposes. Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about. Writing down ideas and/or key words, including new vocabulary. Encapsulating what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils. Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proof-reading to check for errors in spelling, grammar, and punctuation (e.g. ends of sentences punctuated correctly) Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Handwriting: Pupils should be taught to: Form lower-case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.</p>
Grammar		
<p>Word: To form nouns using suffixes such as -ness, -er and by compounding (e.g. whiteboard, superman) To form adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the year 2 spelling appendix.) To use suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs</p>	<p>Sentence: To use the subordination (when, if, that, because) To use the co-ordination (or, and, but) To expand noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) To recognise how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Text: To identify and use consistently the past and present tense To use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>	<p>Terminology: To recognise and/or use: noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix tense (past, present) apostrophe, comma</p>

Assessment of writing....

Year 1



Working Towards the Expected Standard							
Name:							
The pupil can							
<ul style="list-style-type: none"> use their own simple story ideas to retell familiar stories using short, simplistic sentences reread their writing aloud to check that it makes sense use adjectives that have been modelled use simple sentences (which may be repetitive) has an awareness of... 							
	Finger spaces						
	Full stops to end sentences						
	Capital letters for names, places, the days of the week and the personal pronoun 'I'						
<ul style="list-style-type: none"> spell some words containing previously taught phonemes and GPCs accurately spell some Y1 common exception words accurately write lowercase letters in the correct direction, starting and finishing in the right place 							
Working at the Expected Standard							
The pupil can							
<ul style="list-style-type: none"> write sentences in order to create short narratives and non-fiction texts use some features of different text types (though these may not be consistent) reread their writing to check it makes sense and make suggested changes use adjectives to describe use less repetitive sentences with some variation in structure use the conjunction 'and' to link ideas and sentences has an increasing awareness of... 							
	Finger spaces						
	Full stops to end sentences						
	Capital letters for names, places, the days of the week and the personal pronoun 'I'						
	Question marks						
	Exclamation marks						
<ul style="list-style-type: none"> spell most words containing previously taught phonemes and GPCs accurately spell most Y1 common exception words accurately 							

Year 5



Working Towards the Expected Standard							
Name:							
The pupil can							
<ul style="list-style-type: none"> write for a range of audiences with ideas that are usually sustained, well-paced and logical begin to select appropriate grammar and vocabulary to match the purpose and audience describe settings, characters and atmosphere with an increasing awareness of the reader begin to use dialogue to convey a character's personality and advance the action use organisational and presentational devices relevant to the text type, e.g. bullet points and headlines begin to link paragraphs (expect some awkward transitions) begin to use a wider range of linking words/phrases between sentences in order to build cohesion begin to attempt relative clauses begin to use some adverbs and modal verbs to show possibility use the full range of punctuation from previous years correctly 							
	capital letters, full stops, question marks						
	commas for lists						
	apostrophes for contraction and both singular and plural possession						
	all punctuation for direct speech						
	begin to use commas for clauses and to clarify meaning						
<ul style="list-style-type: none"> spell most words from the year 3/4 word list, including homophones as well as some from the year 5/6 word list write using neat, joined handwriting so that it is legible and fluent even at speed 							
Working at the Expected Standard							
The pupil can							
<ul style="list-style-type: none"> write for a range of audiences, confidently selecting structure and organisational devices with increasing relevance select appropriate grammar and vocabulary to match the purpose and audience with increasing confidence describe settings, characters and atmosphere to consciously engage the reader use dialogue to convey a character's personality and advance the action with increasing confidence regularly make use of relative clauses use brackets, dashes or commas to begin to indicate parenthesis use commas for clauses and to clarify meaning (avoid comma splices) 							

Spelling at Malvern Wells – RWI spelling



The teaching of spelling

1. Read- Introduce the words/ spelling rules for the week



2. Contextualise- Talk around the target words for the week and contextualise them



3. Verbalise- Children to practice verbalising them 'I say, you say.'



4. Explanation- Find definitions for each word with the children, but put them into child friendly explanations.



5. Examples- Find examples of the words used in different contexts

6. Engage- Children to explore and engage in learning activities to embed the spellings/ meanings of the words



7. Apply/ Assess – Staff to use assertive mentoring dictation (1-3 sentences depending on year group)



Repeat the above weekly teaching sequence.

Non-negotiables:

What?

Scheme: Read Write Inc Spelling

- Week by week coverage/ follow in order and highlight once completed

When?

Frequency: 5 sessions weekly

Session length: 15 minutes per session

Non-negotiables:

How?

7 steps of teaching:

Session 1: Steps 1-3

Session 2: Steps 4-5

Session 3: Step 6

Session 4: Step 6

Session 5: Step 7

Where?

Apply/Assess: Record into the of Children's English books.

Handwriting at Malvern Wells – Letter Join

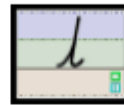
Handwriting Teaching Sequence



Warm up- Complete daily exercise with children to strengthen core development and strength in hands, optimal writing position (see right ways to write)



Letter Introduction- Introduce the children to the letter starting pointsShare today's focus letter. (How do we form? Video, model etc)



Strategy – Move it and say it- teacher children the letter trail by modelling the movement: ensuring you ground the letters- large (in the air down to the ground)

Practice -Move it/ say it/ write it: Children to make letters into the sand trays/ rice trays, ensuring the letters are grounded

Apply- When ready children to practice recording letter three times on each line of their books/whiteboards. Use the position on carpet (Children lay in optimal position on their tummies.)



Remind children routine for correct pencil hold.



Assess: Children to complete practice patch into their English books. Teacher to indicate practice patch focus letter at the beginning of each line (three repetitions of each focus letter on three lines)

Non-negotiables:

- Handwriting letter teaching needs to be taught 4 days per week (10/ 15 minutes per session)
- A brief 5 minute session daily to apply taught letter trail in pupil's English books (during registration or when appropriate)
- Handwriting to be timetabled in KS1 to ensure that time is built in for children to complete practice.
- A warm up session to be included daily to focus on posture/ coordination/hand and muscle development
- For letter focus staff to follow cursive letter trails as per table - 1 letter daily
- All lessons to be completed as a class.