

Core Curriculum Subjects

Keyworth and Bessemer

Gem Federation



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Writing

Planning

- Each half-term where possible, at least one English unit needs to be linked to the class topic. Tenuous links should not be made so, when a link is not possible, alternative English units/texts should be taught.
- A 'Spine' of appropriate texts for whole class texts has been created to ensure texts increase in complexities as children move through the school.
- Selected texts have been chosen to match topics. Some texts are from pre-planned units *i.e.*, *DPIL (Dramatic Progress in Literacy)* or *The Literacy Tree*. These units can be found on the shared area in the 'English' folder, but require adapting to cater to the needs of the children within your class and to ensure that they are in-line with the current National Curriculum objectives.

Environment

- Every classroom needs to have an English Working Wall linked to the current text being used. These need to be purposeful and relevant to what the children may need during the English lesson and as a means of enabling the children to make choices about the quality vocabulary/sentence starters/sentence types/punctuation that they may wish to use in their writing.
- Each class needs a Magpie Board and a Word of the Week display.
- Writing should be celebrated through the displaying of published written work both in the classroom and around the school.

Learning Questions and Success Criteria

- Every lesson requires a learning question, differentiated success criteria and a date. The level of independence and any support given to the children, whether through the use of adults or word banks/sentence starters, should also be clearly recorded. If there is no recorded evidence for a lesson, a task box and/or photographs should be evidenced in a child's book.
- All learning questions need to be generic and transferable *i.e.* 'I can write a set of instructions' rather than 'I can write a set of instructions for a pizza'.
- Most of the success criteria within a writing lesson should be spelling, punctuation and grammar related.

- Success Criteria should be differentiated 3 ways -differentiation should focus on SPAG,
- Children who are working below ARE need to be tracked and provided with individual writing targets which are reviewed regularly.

Extended Writing

- Every few weeks, independent extended pieces of writing need to be planned for linked to the previous teaching where the children can apply taught vocabulary, punctuation, sentence types and structures.
- Children below ARE should have supportive resources (such as visual cues) available when completing extended pieces.
- Children complete both a science and history/geography extended piece at the end of each topic.

Marking

- All English work (except independent pieces used for assessment) needs to be marked against the success criteria in **green pen** prior to the next English lesson. Any achieved success criteria should be **highlighted** or **ticked✓**. Quality examples within a piece of work where the children have met the success criteria should also be **highlighted**.
- At the end of a lesson children are encouraged to read through and edit their work using a red pen.
- The children should be set models and envelopes as a means of improving their writing and/or meeting any unachieved success criteria.
- For 5 minutes at the start of every lesson, the children should be given time to respond to marking and edit their work using a **red pen**.
- The children need to be taught how to appropriately edit their work and re-draft first copies. They should be shown how to self-assess and to identify their next steps.
- The following codes for editing should be applied when marking. In years 1 - 4 the codes should be recorded in the margin adjacent to the error. In years 5 and 6 the codes should be recorded at the end of a paragraph. Again, teachers will need to use their discretion as to whether this is appropriate for all children in a class i.e., *lower-attaining or SEND groupings*.

S	Spelling
P	Punctuation
T	Tense
V	Vocabulary
NP	New Paragraph

It is imperative that marking throughout a unit of work is detailed and enables children to develop the skills needed in order to produce quality independent pieces of writing. Planned opportunities for extended pieces of writing should be apparent throughout a unit of work and purposeful in building towards independent pieces.

Independent extended pieces of writing which are to be used for assessment purposes do not need to be text-marked but must be read. A comment should be recorded at the end with a next step i.e., *an interesting letter - well done! Next time, I would like you to use a range of sentence types.* Additionally, success criteria should not be given as the children should be expected to apply the skills that have been taught throughout that unit of work and previous writing experiences. Only independent pieces of writing are to be used for assessment.

Spelling

- From Years 2-6 we use Pathways to teach spelling
- Children should have 3x 15 mins sessions per week.
- English marking, should focus on the spelling pattern being studied that week.
- Spelling tests should always be collaborative.
- Differentiation should focus on the number of words/complexity of words for the test.

Review		Pupils spend time revisiting a previously taught spelling objective. This will often link to the mastery focus to support pupils with underpinning knowledge required for the new pattern or rule.
Explain		Pupils explore and investigate new words and spellings. They will be given time to identify rules and patterns, hypothesise and explain their findings with their peers.
Practise		Time is given for pupils to practise using the new rule or patterns through a variety of multi-sensory activities in small groups, with partners or independently.
Apply		Pupils have the opportunity to apply the rules with greater independence within sentences. This will take the form of dictation several times each term.
Reflect		Time for pupils to think about their learning and how well they were able to apply their new knowledge. They will think about strategies that have helped them learn best to develop their metacognition.

- Common exception word mats/banks should be displayed on the children's tables for them to refer to and to identify their own spelling mistakes.
- The children need to be shown how to use a dictionary to correct spelling mistakes. They should learn to correct the mistakes for themselves rather than being shown the correct spelling of any misspelt words. Where children continually make errors with the spelling of high-frequency words, this should be supported through the use of a word bank.

Punctuation and Grammar

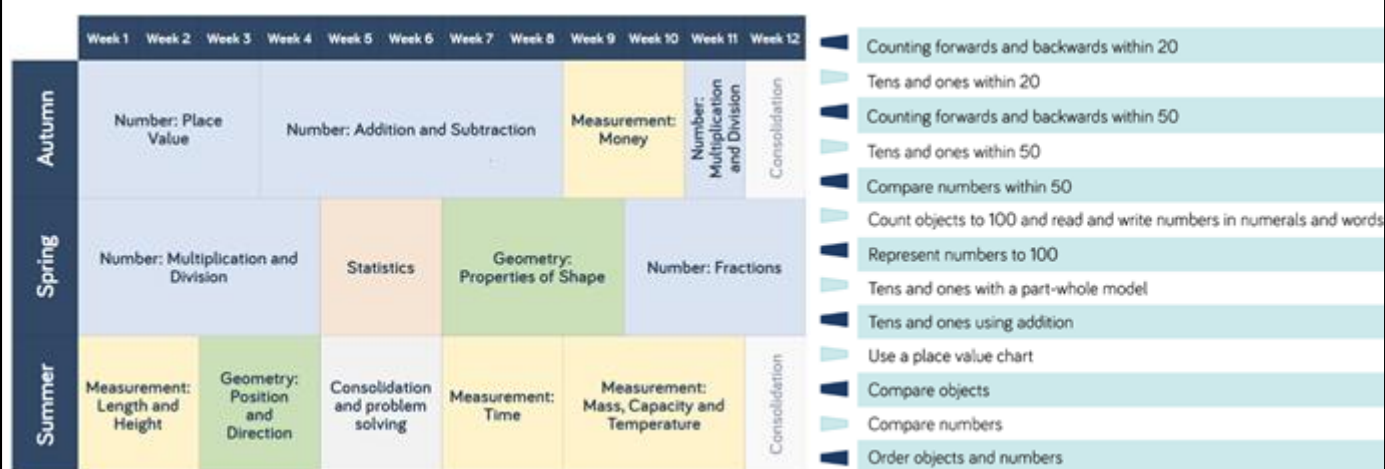
- The children need to be taught how to say, identify and apply the correct English terminology (*see the English Glossary of the National Curriculum*).
- Punctuation and grammar should be embedded in the context of a quality text. The children should be then given the opportunity to apply taught grammatical structures through a quality piece of extended writing i.e., *the children are taught how to use relative clauses linked to the class text, they then record their own examples as practise and then apply to an extended piece of writing linked to the same text either during the same or subsequent lessons*. SPaG needs to be applied through writing.
- Guided Writing should be used to teach specific language, punctuation and grammatical structures to targeted groups within a lesson i.e., *a group of children who need extra support with including full stops to end a sentence*.
- The children should apply grammar across a range of genres and text types. Grammar objectives and success criteria for a given text type will be different dependent on a child's ability and the National Curriculum objectives that they are being taught i.e., *the success criteria used for children writing a letter will not be the same for all children in a class and throughout the school*.
- The correct terminology, as outlined in the National Curriculum Glossary, should be used when using punctuation and grammar.

Handwriting

- The school uses elements of the Letter-join handwriting scheme.
- Children have access to Letter-join Home Edition to enable them to practise their handwriting at home.
- The children need to record their handwriting in their Spelling book (Year 2 and above).
- The handwriting joins should be taught through the spellings that are being taught that week.
- Children who write in a legible and cursive style are awarded with a Pen Licence and are given a handwriting pen. Handwriting should be consistent throughout all lessons, including across the curriculum. Pen Licences should be taken away from a child if a joined, cursive style is not maintained.
- The lines in a child's English workbook need to reflect the child's handwriting ability.

Maths

- Maths should be taught everyday and should largely follow a structure of a short mental/arithmetic starter followed by the core lesson. Lessons are grouped into units by subject.
- The units and order of lessons should follow the medium-term plans / schemes of learning as set out in White Rose Maths (below left is a year 2 example). Lessons should be based on the small steps as set out (below right). It is at a teacher's discretion through assessment whether they want to spend longer on topics to secure understanding.



- Planning should follow the mastery structure (as set out in schemes such as White Rose) of starting with varied fluency before moving onto to reasoning and problem-solving. When children are secure in the fluency skills studied in the lesson, they should then move onto reasoning and problem-solving tasks which should become progressively more challenging.
- Formative assessment such as in-lesson marking should be used to determine whether children are ready to move into reasoning and problem-solving. If children are not secure in the fluency, then they should either re-visit the questions they have already completed with the assistance of an adult or resources, or complete further fluency questions.
- Most children in the class should start the lesson in the same place with the same questions. However, if there are children who have additional needs or are significantly behind age-related expectations, then their teacher may feel it necessary to simplify the first fluency sheet. Any further differentiation should be set out as above. Where possible, all children should be learning objectives from their year group and adult assistance and resources should be used to help close gaps.
- Resources (such as number lines, place value counters, dienes) should be made available in any lesson where relevant and should form part of the

teaching. During independent work, relevant resources should be made available to children to choose from to support their own learning.

- Where possible, the teaching of fluency skills should be varied and follow the order of concrete, pictorial, abstract. This means starting whole class teaching using resources, before moving onto questions with pictures as aids and then, when more secure, onto tasks that are numerical/worded only. This structure can be seen in White Rose in the varied fluency section of the lessons. Below are from year 3 lessons.

Here is part of a bead string.



Complete the sentences.

There are _____ tens and _____ ones.

The number is _____.

Represent 45 on a bead string and complete the same sentence stems.

Match the number to the correct representation.



One ten and five ones



Thirty-five



25

Represent 67 in three different ways.

Use bundles of straws in tens, bead strings and Base 10 to explore how many tens make a hundred. Children use the equipment to count up and down in tens to make 100

There are 3 tens this is thirty

There are _____ this is _____.

There are _____ tens in one hundred.

There are 100 sweets in each jar.



How many sweets are there altogether?

Write your answer in numerals and words.

Complete the number tracks.

200	300		500			800	
	900	800			500		

- Lessons should have a learning question based on the main objective of the lessons (e.g., Can I add 4-digit numbers?). The success criteria should be then based on the skills/ smaller steps needed to complete the main task. (e.g., I can line up numbers in the correct place value; I can mentally add 2 / 3 numbers; I can exchange when I have more than 10 in one column). Alternatively, the success criteria could be presented as 'steps to success' in which case they are ordered steps set out as instructions (with images) explaining exactly how to complete the task.
- Fluency sheets for all year groups need to either have the tile or a border in **red**, further fluency should be **blue** and reasoning and problem solving should be **green**.
- At the end of each unit, all children should complete an end of unit assessment. This should link to the work they have been completing; i.e. the majority should be completing the assessments for their correct year group, with a small minority of pupils with SEND or working significantly behind age-related expectations completing the work the appropriate year group. These should all be completed independently.

- All maths work needs to be marked prior to the next Maths lesson. Where possible Fluency should be marked within the lesson to determine whether children are secure enough to move on. This can be done by the teacher in **green pen** or by peer marking within the lesson. Peer marking involves the children marking in groups (ideally 3) with a **red pen** and using discussion and peer support to determine whether answers are correct. Teachers should model, assist and oversee this process. Children should correct their answers in red pen before moving on.
- After a lesson, teachers should check any peer marking and then mark any reasoning and problem solving completed in the lesson. Any achieved success criteria should be **highlighted** or **ticked** ✓.
- Where appropriate, as part of the marking, the children should be set models and envelopes to help them with an area they are not secure in or a success criteria they have not met. If appropriate, this could be through verbal feedback (in which case the teacher should write VF and the area of feedback e.g., VF exchanging).
- For 5 minutes at the start of every lesson, the children should be given time to respond to marking and correct their work using a **red pen**. Where groups of children have similar verbal feedback, this can be done as a group task with the teacher.
- Every 2-3 weeks, all classes should carry out a practical investigation. These should be based on current learning and should be completed in mixed ability groups. Adults should ensure that all pupils are taking part and guiding pupils with SEND or working significantly below age-related expectations to ensure they can access the learning. They should be recorded in books through photos.
- Every classroom needs to have a Maths Working Wall linked to the current unit being studied. These need to be purposeful and relevant and should consist of models, information and vocabulary the children may need during the maths lessons. Work on topics relevant across different topics (e.g., place value / 4 operations) should stay displayed in the classroom throughout.
- All children (years 1-6) will be presented with a Maths Rocket Card containing mental maths objectives relevant to their year group. Each week the class will focus on a different target and some time allocated for starters should be used to cover this. This target will be the basis of any homework set and an activity relevant to it should be posted weekly on Google Classroom allowing the children to practise at home. Once a week the class should take part in an activity (e.g., a low stakes test) to assess learning of the task. Steps on the rocket can be repeated if the class have struggled with the concept.

Reading and Phonics

Phonics and Reading Teaching Overview

Explicit phonics teaching starts in Reception. Nursery children are exposed to Phase 1 (listening to, distinguishing between and exploring environmental sounds) in preparation for structured phonics teaching in Reception.

Year Group	Phonics	Reading
Nursery	(Phase 1 x3 weekly)	Grouped Book Chat
Reception	Daily GPC's +Tricky words	1-1 /Book Chat (Summer Term)
Year 1	Daily GPC's +Tricky words	1-1 /Book Chat (Summer Term)
Year 2 (cohort dependent)	Autumn 1 (Daily) Autumn 2 Spring Term- Summer Term	1-1 only Intro Whole class GR Introduce Timetabled GR

Phonics Key Terminology

Systematic Synthetic Phonics Programme (SSP)	Evidence based structured Programme
Phoneme	Sound
Grapheme	Letter shape
Blending	Putting sounds together to make a word
Segmenting	breaking words into sounds
CVC	Consonant, vowel, consonant
Syllables	Beats of a word, group of sounds that make a unit when spoken.
Digraphs	2 letters one sound /oo/ ch/
Trigraphs	3 letters one sound

Tricky Words

Words that cannot be sounded out, common exception words

High Frequency words

Words children will see more frequently

GPC's

Grapheme Phoneme Correspondence. Sounds matched to the letter

Reading and Phonics EYFS

Little Stars Reading

- Every day the class teacher shares a high-quality text with the whole class
- A home reading book is given to the children once a week. This can be a reading corner book. Parents are given the opportunity to share books with their children at home.
- Little Stars staff, to record which books are being given to which children to ensure books are returned but no individual reading record is needed.
- A reading corner must be prominent in the classroom with a variety of board books.
- Little Stars to have 6 core books to be shared across the year. Several copies of these texts are available for children as part of the Core Book initiative.

Nursery- Pre-Phonics Aspect 1-7

Prior to beginning to learn letter sounds, (e.g. sound/letter correspondences), there are certain prerequisite skills that need to be developed, including:

- Aspect 1. General sound discrimination - environmental sounds
- Aspect 2. General sound discrimination- instrumental sounds
- Aspect 3. General sound discrimination- body percussion
- Aspect 4. Rhythm and Rhyme

Aspect 5. Alliteration

Aspect 6. Voice sounds

Aspect 7. Oral blending and segmenting

Whilst there is considerable overlap between these aspects, the overarching aim is for children to experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do.

Nursery - Reading

- Every day the class teacher shares a high-quality text with the whole class
- Once the children are settled and baselines have been completed (around week 4) children will begin weekly book chat sessions in small groups with the teacher or TA.
- Children not on track, will have daily reads with their sharing book.
- Nursery children start by taking home a sharing book. During the year children move to Reception, they will begin to take home the 'Big Cat' Phonics Scheme Lilac books, in addition to their sharing book.
- All Nursery children to have an individual reading record.
- Nursery to have 6 Core texts to be shared across the year. Several copies of these texts are available for Nursery children as part of the Core Book initiative.

Reception Reading

- Every day the class teacher shares a high-quality text with the whole class.
- Once a week each child will have read their home reading book with the class teacher. Extra individual/1-1 reads/ group reads for children who are working below expectations and are targeted children. (Lowest 20%)

Skill	Activity	Who?	Frequency
Comprehension	Book chat	Not on track	Daily in small groups
Word reading	1:1	Not on track	Daily
Word reading	1:1	On track	Weekly
Comprehension and word reading	Big Cat book chat	Independent high ability readers	Summer term

- Children to take home a high quality (sharing book) plus a levelled reading book which is just behind the sounds they have been taught in phonics.
- Each child to have an individual reading record that is monitored by the class teacher. Parental Expectations for the year group should be included in the front cover. Parents should be reminded of the expectations if they are not following policy.
- Reading books and records should be brought to school every day and be placed in the class reading box.
- There must be high quality reading opportunities within the environment.

Reception Phonics

- Reception phonics starts at Phase 2 within the first few weeks of Reception
- Teachers follow phonics order and assessment points.
- Children engage in daily phonics sessions including a Tricky Word lesson
- Teachers use the PowerPoints for each lesson and teach reading strategies that support in the decoding of words
- Handwriting is taught explicitly in a separate session following handwriting families.
- All phonics groups must be given to the new class teacher in the summer term following an assessment review point.

Reading and Phonics KS1

Year One Reading

- Every English Session the teacher shares a high-quality text with the whole class
- Once a week each child to have 1:1 reading with the class teacher
- Daily reads for children working below
- Children to take home a high-quality sharing book plus a levelled reading book which is matched to the sounds they have been taught in phonics.
- Each child to have an individual reading record that is monitored by the class teacher
- Book Chat is established in the Summer Term

Phonics – Year One

- Teachers follow the suggested yearly phonics plan which starts with a recap of phase 4 (if on track).
- Children engage in daily phonics lesson including tricky words lessons following the phonics order.
- Teachers use the PowerPoints for each lesson and teach reading strategies that support in decoding of words
- All phonics groups must be given to the new class teacher in the summer term following an assessment review point.

Reading Year Two

- Every English Session the teacher shares a high-quality text with the whole class
- Once a week each child to have 1:1 reading with the class teacher
- Daily reads for children working below
- Children to take home a library book plus a levelled reading book which is matched to the sounds they have been taught in phonics.
- Each child to have an individual reading record that is monitored by the class teacher
- Guided Reading is introduced in the Spring Term for children that are able to read independently.
- Children that are still reading 1-1 will only be exposed to whole class reading

Skill	Activity	Who?	Frequency
Autumn Term			
Phonics	Phonics recap	all	daily
Word reading (Big Cat Books)	1:1	On Track	Weekly
Word reading (Big Cat Books)	1:1	Not on track	Daily
Spring Term/Summer Term			
Word reading (Big Cat Books)	1:1	Not on track	Daily
Whole Class Reading (linked to English Book)	all	all	x2 per week
Guided Reading (Either levelled Big Cat set or Other)	Grouped	On Track	x3 per week Varying groups timetabled

Phonics Year 2

- Year 2 starts with recap of Phase 5+ (if on track).
- Teachers follow the phonics teaching order for recap sessions.
- In the Autumn Term 1, children engage in daily phonics lesson including tricky words lessons following the phonics order.
- Teachers use the PowerPoints for each lesson and teach reading strategies that support with the decoding of words
- All phonics groups must be given to the new class teacher in the summer term following an assessment review point.

An Example Phonics Lesson

Revisit and Review

- Previously taught GPC's revisited using Federation's sound cards
- Previously taught 'Tricky Words' review for the phase the children are working on

Introduce New Phoneme (sound)

- Show chd objects or use the pictures on PP. T to name each of the pictures/objects emphasising the new sound so that the chd can hear the new sound.
- Teach correct pronunciation of the sound
- Chd to practice the new sound:
Use my turn, your turn. Chd to repeat saying the sound several times.

New GPC (letter shape and sound)

- Model saying sound with new picture
- Teach the new rhyme.

Practise word reading

- Using 'duck hands', Children read words containing new sound and match to picture
- Ensure the children understand the meaning of each new word

Teacher led and independent reading

- Display a sentence with new sound included
- Chd to use the reading strategy, 'Eagle Eyes' to spot sounds (underline on board) and 'Tricky Words' (circle on board) previously learnt.
- Encourage chd to use reading strategies to support them to sound out their words ('Eagle Eye', 'Duck Hands', 'Chunky Monkey' and 'Trying Lion'). Don't forget no 'Rocky Robots'. Ensure chd practice rereading for fluency.
- Chd to repeat reading another sentence, this time no picture underneath.
- Final sentence (different colours) Chd to use 'Eagle Eyes' as a class. Once sounds/tricky words have been highlighted chd to read the sentence independently to their TP.

Segmenting/Spelling

- Display today's grapheme. Recap letter formation rhymes with the chd.
- Model writing a word to match the picture.
- Adult to model using 'Stretchy Snake' and 'Frog Fingers' (Strategies used for writing) to sound out. Show chd how to use phonics wall/ phonics mats as a support.
- Display slide with pictures of objects containing the new sound.
- Chd to use their w/bs to write short captions with the new sound.

(See planning overviews for each phonics phase)

S:\Staff\Phonics 2022 23\Phonics lesson plan overviews (Keyworth)

Non-negotiables when teaching Phonics

- Follow the planning overviews.
- Revision of previous sounds
- Pronouncing 'Pure Sound'
- Explicit teaching of new sound. I.e. Reading/recognising the new sound in words, giving children the opportunity to orally segment and blend words containing the sound.
- Giving children time to write words/sentences containing the new sound as well as practicing writing sounds/tricky words they have already been taught.
- Tricky Words are taught using a stand-alone lesson. When learning tricky words ensure the teaching is focussed on the tricky part of the word. E.g. is. /s/ making Z sound.

Phonics Resources

Resources that should be used consistently in all classrooms

Gem Federation - Sound Mats

Phase 2 Sound Mat

Aa	Bb	Cc	Dd	Ee	Ff
Hh	Ii	Jj	Kk	Ll	Mm
Oo	Pp	Qq	Rr	Ss	Tt
Vv	Ww	Xx	Yy	Zz	

Phase 3 Sound Mat

ch	sh	th	ng	ai	ee	igh
oa	oo	oo	ar	or	ur	ow
oi	ear	air	er	ow		

Phase 5 Sound Mat

ay	ou	ie	ea	oy	ir	ue
ue	aw	wh	ph	ew	ew	oe
au	ey	ure	a-e	e-e	l-e	o-e
u-e	u-e					

There are 5 vowels... a, e, i, o, u... but other sounds can trick us!

A a ai ay a-e ei eigh ey ea	E e ee e-e ey ie ei	I i igh y ie l-e ye	O o oa ow oe o-e ou	U u oo ew ue u-e eu
Tricky sounds				
oo u u-e ew ue ou ui o-e eu	ow oi oy	air → ear ce & ci → s ious & sious → (shus) tion & stion → shon ar → or a → o g dge → j	Other sounds b bb c ck k d dd f ff ph i ll y l ll m mm n nn p pp r rr s ss t tt	
w wh	er ur ir			

qu The queen likes this quiet!	th Mother, Father! I have three thumbs!
e Scoop the yolk up and	ay Let's play in the hay!

Sound cards
For teaching
For Display













Letter Formation
Ditties
For teaching
formation

LETTER FORMATION ORDER WITH RHYMES

Curly Caterpillar Letters	
o	All around the juicy orange.
c	Start at the pincer, go around the crab and stop at its foot.
a	Around the apple, up and down the leaf.
d	Around the dog, up its tail and down its foot.
g	Around the grapes, up and down the vine.
f	Start at the flower, go down the stem and then across at the leaves.
e	Scoop the yolk up and around the egg.
s	Down the silent, slithery snake.
q	Go around her head, up to her ear, down her neck and flick.
Ladder Letters	
l	Down the lolly and flick.
i	Down and flick with a blot at the top.
t	Down the tree, flick and cut the branches.
j	Down the tentacle, and put dot at the top.
y	Go under the yo-yo and down the curly string.
u	Go down under the umbrella and up to the top, then follow the drip.
One Armed Robot Letters	
r	Down the robot, up and over its arm.
h	Down the bears back, up and around its belly.

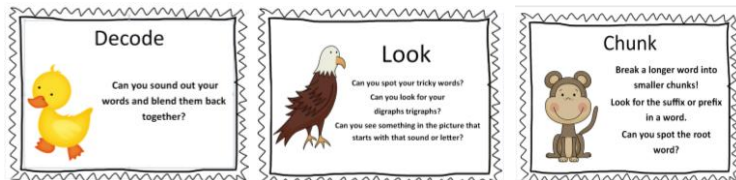
Progressive Reading Strategies to be used in EYFS-KS1

S:\Staff\READING 2022 23\Reading Strategies

Year Group	Mnemonic for Reading		Mnemonic for Writing	
From Nursery	 <p>Duck Hands Can you see your duck hands and see your thumbs? When do you look the word all back then, as you see your eyes eye like it but not help you open since why diggins and wiggles</p>	From Summer term (if children are ready to read CVC words)	 <p>Elephant Stomp Get your feet ready and stomp the syllables in the word. e - e - phant l - k - t</p>	Oral segmenting of word of syllables through games from Spring term - start with own name, then class names
			 <p>Freddy Frog Use your legs ready to make your sounds. f - l - k l - k - t t - l</p>	From Summer - for verbal segmenting only... beginning to count the sounds
The first few weeks should focus on recapping strategies taught in previous years				
From Reception	 <p>Rocky Robots Can you read like a rock word? Can you say and read like Rocky? Oh and Rocky says his reading strategy - oh, the robot</p>	From the beginning when teacher modelling reading. Child- from phase 3 phonics	 <p>Stretchy Snake Stretch the your words in too, you can see your stretch s - n - a - k - e</p>	From beginning of Reception - teacher modelling and children supported write
	 <p>Trying Lion Can you read your words in one a word at a time? If a word's hard try to look and say a different reading strategy</p>	From the beginning when teacher modelling reading. Does it sound right? Child- from phase 3 phonics	 <p>Elephant Stomp Get your feet ready and stomp the syllables in the word. e - e - phant l - k - t</p>	Teacher models segmenting words into syllables for writing from Autumn term. From Spring term children applying in supported writing
	 <p>Eagle Eye Can you see your very word? Can you see for your word strategy? Can you see the beginning or the picture that starts with this sound or letter?</p>	From phase 3 sounds (Autumn 2) and/or from phase 2 tricky words		
	 <p>Chunky Monkey This is my word and my sound The all read it with it and they can see the sound Let the monkey look at the sound</p>	Modelled later on in phase 3 (Spring term)		
The first few weeks should focus on recapping strategies taught in previous years				
From Year 1 and beyond	 <p>Dot the giraffe Look at the punctuation and read like ? !</p>	From phase 3		
	 <p>Skippy the Kangaroo Skip the tricky word and then read to the end of the sentence... Then jump to back and say again</p>	For your frustrated readers. skip the word they are stuck on and come back to it		
	 <p>Flippy the Dolphin If we don't read words correctly, make sure by the way that sound makes</p>	For phase 5/6 to flip the sounds		

Strategies for Early Readers in KS2

S:\Staff\READING 2022 23\Reading Strategies\KS2 children decoding
Example

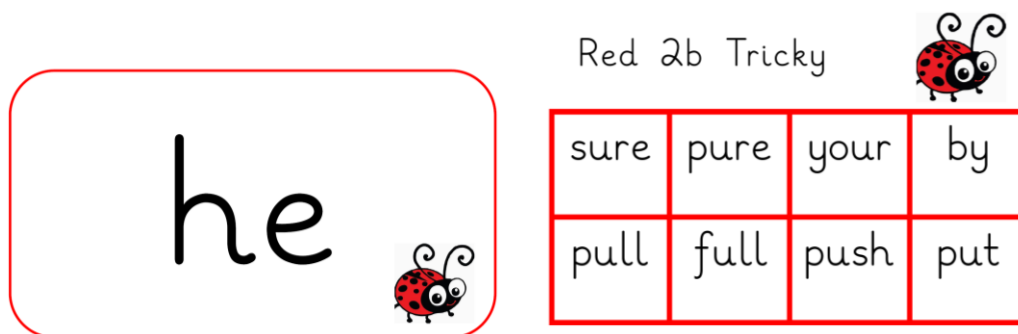


Tricky Words Resources

S:\Staff\Phonics 2022 23\Tricky words

Example






Large flash cards to display in classrooms
Tricky Word Mats to support reading 1-1



Common Exception Words

is	her	our	today
again	here	out	two
all	his	people	very
also	house	pull	want
are	I	pure	was
as	I'm	push	water
ask	into	put	we
be	is	said	we're
because	laugh	says	were
by	like	school	what
call	little	she	when
children	love	should	where
come	me	so	would
could	mouse	some	you
different	Mr	sure	your
do	Mrs	the	
don't	my	their	
friend	no	there	
full	of	these	
go	oh	they	
has	old	though	
have	once	through	
he	one	to	

Key (Reading Book Levels)

- Level 1: 
- Level 2: 
- Level 3: 
- Level 4: 
- Level 5: 

Common Exception Word /Tricky Word Sheet

In alphabetical order. To be stuck in the back of books,

Blue Tricky Words

said	children	says	one
when	today	love	ask
want	school	were	our

Home Reading

Each child in Nursey- Year 6 will receive a reading record and take part in the whole school home reading reward scheme as follows:

Number of reads	Prize
5	Bronze sticker
10	Silver sticker
15	Gold sticker
20	Bronze sticker
25	Silver sticker
30	Gold sticker
35	Bronze sticker
40	Silver sticker
45	Gold sticker
50	Certificate presented in class
55	Bronze sticker
60	Silver sticker
65	Gold sticker
70	Bronze sticker
75	Silver sticker
80	Gold sticker
85	Bronze sticker
90	Silver sticker
95	Gold sticker
100	Certificate presented in assembly

Home Reading Diaries

The following phases have home reading expectations to stick in the front of reading diaries

- Nursery 5 terms and 4 terms
- Reception (EYFS)
- KS1
- KS2

S:\Staff\READING 2022 23\Reading Diaries



Expectations for Home Reading

- Children are given a levelled (if on the reading scheme) reading book to read at home or a 'free reading' book, pitched appropriately if they are beyond the reading scheme.
- All children are expected to read at home daily.
- If still decoding, (and reading up to a green level) it is recommended that parents are encouraged to read a reading book with their child 3 times. Once for decoding, understanding and then fluency (Early readers).
- Parents/Carers are expected to record each home read in the reading diary and sign the reading record to earn rewards for the frequency of their reading.

Date	Book Title	Teacher Guidance	Rewards	Parent to sign

- Reading records should be marked weekly by teachers and used for assessment.
- When teachers are completing individual reads with the children they (when appropriate) can complete the *Teacher Guidance* section of the reading record, giving next steps or advice as to what the children need to work on.
- Teachers are expected to use a green pen to record the teacher's read every week.
- Sharing Books and Home Readers should be recorded in reading diary to ensure they are returned.
- If books are returned to school damaged an email must be sent to the office to request a letter home. Each damaged book is £5 charge for parents. Teachers must communicate this to the parents.

S:\Staff\READING 2022 23\Damaged Books Letter

- Children should be given reading books that are appropriately matched to 'just below' their Phonics level to ensure good progress in reading.
- If beyond phonics, reading books need to be matched to children's fluency, comprehension and reading stamina.

Parental Engagement

If children are not reading daily at home and reading records have not been signed, teachers need to follow the staged process as follows:

1. Write a reminder into the reading diary
2. Speak to the parent face to face about reading at home
3. Phone the parent and speak to them about reading at home
4. Refer to a member of SLT (record on CPOMS)
5. SLT to send a formal letter (record on CPOMS)
6. SLT to organise a meeting with parent.

Reading Corners

Will be monitored as part of the monitoring cycle and Reading lead's monitoring duties. Reading corners will be judged on the following format which can be found at

S:\Staff\READING 2022 23\Classroom checklist



Item	Q&A	Met?
Books are grouped and labelled in a way that makes them easily accessible.	Books/labelled areas for: <ul style="list-style-type: none"> Colour band books Early chapter books Challenging Reads Selected authors Topic texts Non-fiction Comics Newspapers/ magazine 	
There is not an overwhelming number of books on display.	Quality books have been selected and these can be viewed easily (i.e. not piled up on top of each other). Unsuitable (very old or non-age appropriate) books have been removed.	
There is a balance of quality texts from a range of genres.	Including: <ul style="list-style-type: none"> Fiction (adventure, comedy, classics, fantasy, mystery etc.) Non-fiction (history, geography, science etc) Newspapers Magazines Comics Poetry 	
The reading is clearly signposted as an area for reading.	Reading area/ book corner signage or similar.	
The reading area is a welcoming and comfortable place to read.	The focus is not on elaborate decorations or themes, but rather creating an area that encourages engagement with quality books. Pillows, rugs, throws etc, may encourage children to sit in this area and read.	
There is an interactive element within the reading corner.	This could be: <ul style="list-style-type: none"> • 'books of the week' selected by the teacher, and/or children, which children are invited to read. • simple book review forms that children can fill in and look at for peer recommendations. 	
Recommended texts have been signed posted by the teacher.	A small selection of high-quality books (tags) been displayed in an eye-catching way to encourage children to try them.	
Reading wall displays		
Key Stage 1	<ul style="list-style-type: none"> • Gem Federation display of all phase sounds needed in your class. 	
Key Stage 2	<ul style="list-style-type: none"> • Gem Federation Reading strategies on display • Reading Views on display • Key reading question prompts on display 	
Recommendations:		

Reading Books

Big Cat Colour Scheme

	Colour	Phonics Phase	Band	Year Group Exp
Big Cat - Decodable Letters and Sounds *It is important that these books are the Letters and Sounds Version to go along with the phonics scheme	Lilac	Phase 1		Nursery
	Pink 1A	Phase 2	Band 1A	Reception
	Pink 1B	Phase 2	Band 1B	Reception
	Red 2A	Phase 3	Band 2A	Reception
	Red 2B	Phase 3	Band 2B	Reception
	Yellow	Phase 4	Band 3	ELG
	Blue	Phase 4	Band 4	End of Reception/Year 1
	Green	Phase 5	Band 5	Year 1
	Orange	Phase 5	Band 6	Year 1
	Turquoise	Phase 5/5+	Band 7	End of Year 1/ Year 2
Big Cat Non-Decodable	Purple		Band 8	Year 2
	Gold		Band 9	Year 2
	White		Band 10	Year 2
	Lime		Band 11	Year 2/Year 3
	Copper		Band 12	Year 3
	Topaz		Band 13	Year 3
	Ruby		Band 14	Year 4
	Emerald		Band 15	Year 4
	Sapphire		Band 16	Year 5
	Diamond		Band 17	Year 6

**Reading Scheme
Book Order
BIG CAT Letters and Sounds**

Guided Reading

Pre Reading-Task

- One group each session is given questions that they will be answering the following day in the reading session with the teacher.
- These questions will be discussion based.

For example: KS2 example could be...*How is time represented through the chapter?* KS1 example: *Why is Jaime cross in the book? How do you know?*

- Children to work independently to formulate and research answers/ideas
- No expectation to record answers here. This is time with the text to formulate ideas and answers.

Guided Reading Session

- Children answer previous days questions in a guided group with the teacher.
- Teacher facilitates conversations.
- Teacher up levels answers
- Children should be responding to each other.
- Objective of group is peer conversations, peer development.

Guided Reading Recording

No recording necessary. Teacher to able to take own notes for assessment

Whole Class Reading Session

Whole class reading (WCR) sessions should:

- x2 sessions per week
- Be based on the text you are using for English.
- Teacher and children, analysing, unpicking the text together and teacher modelling answering 2 or 3 questions.

Whole class reading (WCR) task

- Children have a follow up task which they then answer independently
- WCR Tasks to be kept in Guided Reading Books
- Layout of questions should be varied. (once taught) E.g. Multiple choice, tick the box that..., draw a line to etc.
- Questions should be varied (once taught). E.g. Retrieval, inference, evaluative etc.
- (From Year 4 upwards) Questions must show clearly how many points the questions are worth
- (From Year 4 upwards) When answering summarising or explanation questions MA and HA learners should be using the text to evidence their answers.


Marking (WCR)


- Children are to mark their own work
- There must be some acknowledgement from the teacher in Guided Reading books.

Assessment (WCR)

- At the end of the English text - teachers to create a blind comprehension task with a mix of question types. This will be stuck in Guided Reading books and support teacher assessment.

LAYOUT OF QUESTIONS- IN GR BOOKS

I.Q. Can you answer questions about a text?			Test pages 21-26	
<input type="checkbox"/> Achieved	<input type="checkbox"/> Independent	Date: 10.3.23		
<input type="checkbox"/> Working towards	<input type="checkbox"/> With Assistance			
<input type="checkbox"/> Did not achieve	<input type="checkbox"/> Pupil/Group			

READING ASSESSMENT			Test pages 21-26	
<input type="checkbox"/> Achieved	<input type="checkbox"/> Independent	Date: 10.3.23		
<input type="checkbox"/> Working towards	<input type="checkbox"/> With Assistance			
<input type="checkbox"/> Did not achieve	<input type="checkbox"/> Pupil/Group			

1	V	Page 3	What do the words ... and ... suggest about the character?	2 marks
2	P	Page 4	From the cover, what do you think the text is going to be about?	1 mark
3	R	Page 4	What do we learn about this character's appearance? Match the nouns to the descriptors. Legs short and pointed Skin curly Beard shaped like a goat Hair reddish	2 marks
4	V	Page 6	Drops of rain slowly float like feathers. Pick a word below that's closest to the word 'drainily' in meaning. (Circle one) cheerfully slowly quickly brightly	1 mark

Annotations:

- Question numbers (points to row numbers 1-4)
- Question Type using VIPERS (points to V, P, R, V)
- Page Number (points to Page 3, 4, 4, 6)
- Amount of marks a question holds (points to 2 marks, 1 mark, 2 marks, 1 mark)
- Variety of layouts Years 2-5 (points to the overall table structure)

Guided Reading - Reading for Pleasure

All other groups will be, using class library, home reading books, diverse books, comics. Anything the children want to read.



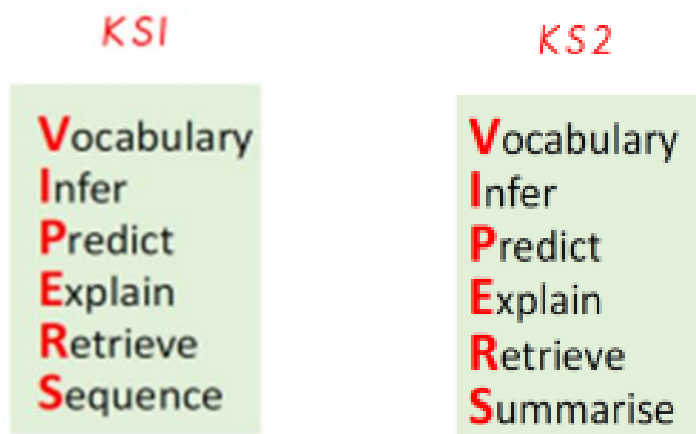
Story Time - Reading for Pleasure

All classes should be spending 10 mins each afternoon (usually at the end of the day) to read a class book for pleasure.

Currently, this is teachers/children's choice either to support topic or a book that the class are interested in.

Guided Reading Skills - VIPERS (Year 2+)

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts



The 6 domains focus on the comprehension aspect of reading and not the mechanics.

They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards

KS1

Children's reading skills are taught and practised in Year 2 using KS1 VIPERS during Whole class and Guided Reading sessions (Autumn 2)

KS1 Content Domain Reference	VIPER
1a draw on knowledge of vocabulary to understand texts	Vocabulary
1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Retrieve
1c identify and explain the sequences of events in texts	Sequence
1d make inferences from the text	Infer
1e predict what might happen on the basis of what has been read so far	Predict

KS2

Children's reading skills are taught and practised using VIPERS during Whole class and Guided Reading sessions

KS2 Content Domain Reference	VIPER
2a Give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/ identify key details from fiction and non/fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

High Quality Texts

In order for children to be equipped with a strong command of spoken and written language and to develop their love of literature through widespread reading for enjoyment, the Gem Federation is committed to using to High Quality' texts to support the delivery of the reading curriculum. A 'High Quality' text in the context of our Federation, means a text that address any of the following criteria:

- be used to develop vocabulary, punctuation and grammar skills due to the quality of the content.
- positively reflect children's interests and backgrounds
- deal with important themes.
- use language in lively and inventive ways.
- be written by skillful and experienced children's writers and illustrators.
- be used to promote discussion and reflection.
- be a traditional or contemporary classic
- have different cultural settings.
- be multilayered/capable of being read at different levels.

Doug Lemov, refers to 5 plagues of reading that children should have access to,

in order to navigate reading with confidence. We have adapted at Lemov's strategy for the context of our Federation and ensured that children across the Gem Federation have access to the following text types.

<p>Historical Context</p> <p>Historical figures Non-Fiction (events in history) Narrative set in time Historical themes</p>	<p>Non-linear Time Sequences</p> <p>Language is used in lively and inventive ways Time moves in fits and starts narration is nuanced to create an image.</p>	<p>Archaic Language</p> <p>Vocab and expression are antiquated Old fashioned phrasing Traditional Tales or contemporary classics Written by a skilful or experienced children's writer</p>
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<p>Complex/Resistant Texts</p> <p>Complex in Narration/Plot Meaning or message in the story Text that has nuances, uncertainties, metaphors and symbolism Poetry</p>	<p>Diverse and Inclusive</p> <p>Different cultural settings Inclusive of children's Interests and backgrounds. Deal with important themes Include authors/characters from diverse racial backgrounds. Gender diverse texts that can be used to promote discussion and reflection</p>
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