

English Handbook



Literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential.

Kofi Annan

quotation

At SMC, the skills of literacy are at the forefront of everything we do.

Reading

We consider reading skills to be fundamental and an early priority is to ensure that children develop the tools for reading. We want children that can read fluently and with good understanding, and that read widely and often, both for pleasure and information. This is vital to ensure that they succeed during their time at school and beyond. We use our well stocked library to introduce children to a wide selection of books, as well as a space to hear and share texts. Each term, each class visits Faversham library and all children are encouraged to have their own library card with which they can borrow books.

Phonics

We believe that a secure phonic knowledge is key to children's success as both readers and writers. We provide daily phonics lessons, as well as regular reading opportunities, where books are closely matched the children's ability. These sessions equip the children with the fundamental strategies which enable them to read confidently with fluency and expression as they progress into KS2.

Writing

Our love of reading and experiential learning underpins the opportunities provided for writing across a range of purposes. Our aim is to ensure that children write clearly, accurately and coherently; utilising different writing styles for different purposes and audiences whilst developing a wide vocabulary and a solid understanding of the grammar rules and terminology appropriate for their age group, and which are built on progressively. By focussing on one purpose a term, children have several opportunities to apply and embed their skills as they develop their own style as creative writers.

Spelling

Through a robust spelling system, children regularly have the opportunity to explore rules, patterns and spelling exceptions. They are challenged to be aspirational in improving their spelling each week by reflecting on their mistakes and identifying strategies from a 'spelling menu' in order to become accurate and confident spellers that can apply their skills in their writing.

Speaking and Listening

Speaking and listening runs through everything that we do; children are encouraged to discuss, question and justify their ideas across the curriculum in order to develop their learning. Through oral rehearsal, children become more confident to articulate ideas through writing.

Writing Long Term Plan

KS1		Term 1 - 7 Weeks	Term 2 - 7 Weeks	Term 3 - 6 Weeks	Term 4 - 6 Weeks	Term 5 - 6 Weeks	Term 6 - 7 Weeks	
Year 1		Ourselves	Celebrations	Once Upon a Time	Amazing Animals	Roots, Shoots and Juicy Fruits	Land Ahoy	
	Writing to Entertain	<p>2 weeks - Our House by Michael Rose Describing ourselves - word writing and sentence building</p>	<p>1 week - The Leaf Thief by Alice Hemming 2 week - Little Glow by Katie Sahota Word writing and sentence building</p>	<p>1.5 Weeks - Three Little Pigs - Simple Narratives</p> <p>2 Weeks - Little Red Riding Hood - Character Description and Wanted poster</p>	Re-telling / adaptation		<p style="text-align: center;">Diary</p> <p style="text-align: center;">Character description</p> <p style="text-align: center;">Pirate adventure story</p>	
	Writing to Inform / Persuade / Discuss	<p>2 weeks - Vegetable Glue by Susan Chandler Writing to Inform - Lists and Instructions</p> <p>2 weeks - Funnybones by Allan Ahlberg Writing to Inform - What can my body parts do?</p>	<p>1 week - Gunpowder Plot Writing to Inform - Lists related to topic</p> <p>1 week - Hopscotch and the Christmas Tree by Katie Segrove Writing to Inform - Instructions</p>	<p>2 Weeks - Castles - Recount and Fact File</p>	Recount - trip	Instructions / Explanation - how to care for a ...		<p>Instructions - How to find gold. How to find buried treasure. How to make a scroll.</p> <p>Recount / postcard - Beach trip</p>
	Poetry	<p>1 week - Zog by Julia Donaldson List Poems</p>	<p>1 week - Acrostic Poems</p>					
Year 2		The Big Smoke	London's Burning	China	Frozen Planet	Down at the Bottom of the Garden	Ocean Explorers	
	Writing to Entertain	<p>3 weeks - Coming to England: An Inspiring True Story Celebrating the Windrush Generation by Floella Benjamin Write a letter to describe what life is like in England: similarities and differences, thoughts and feelings.</p>	<p>2 weeks - Vlad and the Great Fire of London Setting Description</p>	<p>2 weeks - The Magic Paintbrush by Julia Donaldson - Narrative - Predict what happens next and write next part of the story.</p>	<p>2 weeks - The Penguin Who Wanted to Find Out by Jill Tomlinson</p>	<p>3 weeks - Tad by Benji Davies - narrative re-telling and then a second story where they tweak key details to another minibeast</p>	<p>2 weeks - Storm Whale by Benji Davies</p>	
	Writing to Inform / Persuade / Discuss	<p>3 weeks - London Trip - Writing to Inform - Recount: diary or A Walk in London + Non-fiction texts about London Writing to Inform - Non-Chronological Report: Factual leaflet about London</p>	<p>3 weeks - Non-fiction texts about The Great Fire Writing to Inform - Recount: Newspaper Report</p>	<p>1.5 week - Instruction / Recipe Examples - Writing to Inform - Instructions: Chinese Noodles</p> <p>2 weeks - Writing to Persuade - Visit China / Chinese New Year</p>	<p>2 weeks - Writing to Inform - Non-Chronological Report about Penguins</p> <p>2 weeks - Writing to Persuade - Join Scott on his amazing Antarctic expedition! (Link to topic: Shackleton)</p>	<p>2 weeks - Non-fiction texts about Butterflies - Writing to Inform - Explanation of Butterfly Life Cycle</p> <p>1 week - Writing to Inform - Instructions on How to Make a Bug Hotel</p>	<p>1 week - Margate Trip - recount: diary</p> <p>2 weeks - The Whale Who Ate Plastic by Stephanie O'Connor - Writing to Persuade</p>	
	Poetry	<p>1 week - Alliteration Poems</p>	<p>2 week - Poems that include commands and questions. Question and Answer Poems</p>				<p>2 weeks -</p> <ul style="list-style-type: none"> • Calligrams • Simple Structured Grammar Poem • Paint Chip Poetry 	

LKS 2		Term 1 - 7 Weeks	Term 2 - 7 Weeks	Term 3 - 6 Weeks	Term 4 - 6 Weeks	Term 5 - 6 Weeks	Term 6 - 7 Weeks
Year 3		Viva Espana	It's All Greek	Surviving the Stone Age	Angry Earth	Kings, Knights and Battles	Faversham and Beyond - Explosions
	Writing to Entertain	3 weeks - The Story of Ferdinand by Munro Leaf Character and Setting Descriptions	4 weeks - Usborne Greek Myths for young children by Anna Milbourne Create own myth using key features (Narrative)	2.5 weeks - Stone Age Boy by Satoshi Kitamura - Letter home	2 weeks - A Bear Grylls Adventure 7: The Volcano Challenge - Characterising Speech	3 weeks - The Sword in the Stone by Tracey Mayhew - Narrative story writing inc. dialogue	The Tin Forest Narrative piece that will be photocopied for transition.
	Writing to Inform / Persuade / Discuss	3 weeks - Non-Fiction Texts about Spain Writing to Persuade: Tourist Leaflet for Spain	3 weeks - Non-Fiction Texts about Greek Gods Writing to Inform - Non-Chronological Report: Greek Gods	3 weeks - Stone Age Boy + a non-fiction texts - Writing to Inform (Instructions and Explanation) - Stone Age Survival Guide	2 weeks - Writing to Inform - Newspaper Article (Linked to Bear Grylls or current world) 1 week - Writing to Inform - How are volcanoes formed (explanation text)	3 weeks - Writing to Inform - Newspaper (Recount) - Battle of Hastings	Persuasive Advert - Gunpowder
	Poetry	1 week: Free verse Imagery (inc. simile)			1 week: Diamantes		
Year 4		Jambo	Mummies, Pharaohs and Pyramids	Rotten Romans	Wild Water	Terrible Tudors	Faversham and Beyond - Beer and Beyond
	Writing to Entertain	3 weeks - Akimbo and the Elephants	2 Weeks - Isis and Osiris Myths (Narrative)	1.5 weeks - Queen of Darkness by Tony Bradman - Character Description / Characterisation through dialogue	2 Weeks - The Wind in the Willows - Narrative	3 weeks - Macbeth (A Shakespeare Store) by Andrew Matthews	3-4 weeks - The Accidental Prime Minister by Tom McLaughlin Narrative piece that will be photocopied for transition.
	Writing to Inform / Persuade / Discuss	4 weeks - Writing to Inform - Documentary about an African animal (link to trip / text)	2 weeks - Writing to Inform - Instructions for mummification 3 weeks - I was there... Tutankhamun's Tomb + a non-fiction Writing to Inform - Recount: Newspaper Report	2 weeks - Writing to Persuade - Speech - Join Boudicca's army 2 weeks - Writing to Inform - Biography (Boudicca)	2 weeks - Unfolding Journeys - the Secrets of the Nile + a selection of non-fiction - Writing to Inform - Explanation text	3 weeks -	3 Weeks - Persuasive Leaflet - Visit Faversham (Link to Creek, Nature Walks, Brewery, Hop Festival, Nautical Festival etc)
	Poetry				2 weeks - A River by Mark Martin. I am the River by Valerie Bloom. River Journey- Moira Andrew - Writing to Entertain (poetry)		

UKS 2		Term 1 - 7 Weeks	Term 2 - 7 Weeks	Term 3 - 6 Weeks	Term 4 - 6 Weeks	Term 5 - 6 Weeks	Term 6 - 7 Weeks
Year 5		Let's Explore ... the Americas	To Infinity and Beyond	Raid, Invade and Stayed	Rumble in the Jungle	World at War	Faversham and Beyond
	Writing to Entertain	2 weeks - Holes by Louis Sachar - Setting Description - contrasting Camp Green Lake now and in the past	2 weeks - Suspense and Tension narrative (Film clip: Gravity)	3 weeks - How to Train Your Dragon by Cressida Cowell - Diary Entry	2 weeks - The Explorer by Katherine Rundell - Narrative characterising speech		
	Writing to Inform / Persuade / Discuss	2 weeks - Writing to Inform - Recount: Newspaper Report - Theft of Sweet Feet's trainers 2 weeks - Writing to Discuss: Should children be sent to Camp Green Lake?	2 weeks - Mae Jemison and Katherine Johnson - Writing to Inform - Biography 2 weeks - Non-chronological report with a space theme	2 Weeks - How to Train Your Dragon by Cressida Cowell Writing to Inform - Non-Chronological Report (Dragons)	2 weeks Writing to Discuss - Is 2030 soon enough to end deforestation? 2 week - Writing to Persuade - Adopt an Orangutan Texts to support: The Great Kapok Tree by Lynne Cherry. There's a Rang-Tan in My Bedroom by James Sellick	3 weeks - Walter Tull's Scrapbook by Michaela Morgan, Walter Tull: Football, Soldier, Hero by Dany Lyndon and Respect by Michaela Morgan - Biography (Recount) 3 weeks - Writing to Persuade - Should Walter Tull have been awarded his Military Cross?	Writing to Persuade - Formal Letter Linked to the expansion of Faversham and the Solar Farm at Graveney.
	Poetry			1 week - Kennings	1 week - Modal Verb Poems		
Year 6		Let's Explore ... Asia	Invention and Industry	Bombs, Battles and Blitz	Eco Warriors	Who dunnit?	Faversham and Beyond
	Writing to Entertain	3 weeks - Kensuke's Kingdom by Michael Morpurgo Setting Description	Street Child by Berlie Doherty	3 weeks - Rose Blanche by Ian McEwan and Roberto Innocenti Goodnight Mr Tom	3 weeks - Floodland by Marcus Sedgewick Narrative characterising speech	2 weeks - The Highway Man by Alfred Noyes	3 weeks: The Boy at the Back of the Class by Onjali Rauf
	Writing to Inform / Persuade / Discuss	3 weeks - Writing to Inform Writing to Inform - Recount: Newspaper Report	Writing to Inform	3 weeks - Writing to Persuade - Speeches Writing to Inform - Biographies - Winston Churchill / Anne Frank / Other	3 weeks - Writing to Discuss <ul style="list-style-type: none"> Which climate crisis is worse - flood or drought? Should electric vehicles be mandatory for all? Is 2030 soon enough to become carbon neutral? Should fast fashion be banned? 	2 weeks - Writing to Persuade - Help us catch the Highwayman! 2 weeks - Writing to Discuss: Does the punishment fit the crime?	2 weeks: Writing to Discuss - Should Britain be doing more to support refugees? 2 weeks: Writing to Persuade - Donate to support...
	Poetry	1 week - Haiku and Tankas		1 week - Blackout Poetry		3 weeks - Narrative (classic) Poems (Writing to Entertain)	

English Knowledge Organisers

Year Group and Term

The text(s) driving the unit, linked to the wider curriculum topic

I already know... from Kent Tracking Statements previous year group, or from Term 2 onwards can be taken from previous knowledge organisers.

I am going to learn... Statements from Kent Tracking Statements for your year group.

Year 5 Term 1

I already know...

- How to use conjunctions or, but, if, because, when although
- How to use expanded noun phrases and phrases to expand sentences
- Use inverted commas accurately for direct speech
- How to use a range of punctuation, including commas in lists and after fronted adverbials

I am going to learn...

- The difference between formal and informal writing
- How to recognize and write sentence with a relative clause
- How to use a thesaurus to select synonyms
- Make comparisons within a text
- How to draw inferences and justify these with evidence from the text
- Understanding of the meaning of words in context

Relative clauses give extra information related to a noun or pronoun in a sentence. For example: Camp Green Lake, which is situated in Texas, was a camp for bull boys. They always start with a relative pronoun.

that whom whose who which

We are reading... LOUIS SACHAR **holes**

We are writing to ...

Writing to attract to inform

setting description newspaper

formal informal

Synonyms
are words that have the same meaning

large/big

The writing purposes symbols and outcomes

Relevant SPaG concepts to refer to

Widgit key vocabulary from the text

Writing at SMC

The English LTP is designed around key texts that link to the curriculum topic being studied in class.

Over the year, we then explore a range of writing purposes. Guidance can be found on the staff drive under: Curriculum 2022-23 → English → Writing.



- Each term, there will be an element of Writing to Entertain. This includes setting and character descriptions, poetry and narrative.
- Each term will then have one or two units that are either Inform, Persuade and Discuss with set outcomes e.g. a letter, poster, newspaper.
- Each term, you should cover 3 SPaG objectives / skills for your year group, taken from the Kent Tracking Statements.

Each writing 'block' lasts 2-3 weeks and should include:

- Your reading lessons (see the section on reading lessons in this handbook)
- Your SPaG coverage (1-2 skills per block)
- An element of speaking and listening
- An element of planning
- The opportunity for children to write at length
- The opportunity for editing within a lesson
- The opportunity to publish a piece once per term


Tools to support writing:

- Spelling flaps in the back of books (see the section on spelling in this handbook)
- Dictionaries and thesauruses in every classroom
- Learning walls with relevant reference tools and modelled writing
- Clicker - on laptops
- Colourful semantics
- Little Wandle grapheme mats
- Widgit word mats for key vocabulary
- Success Criteria checklists / toolkits

Word of the Day

Each English lesson, except for reading focused lessons, will start with Word of the Day.


- Your words need to be appropriately challenging and could be linked to the class text, forming a pre-teach type activity. There are also lots of resources online, for example Twinkl have words of the day for each year group for every day of the year. Vocabulary Ninja also have some.
- Display the word on the IWB alongside the word in a sentence for context and a picture of the word (Widget / google image)
- Give 5 activities, such as those suggested below, to complete around the word in 5 minutes. Some can be simpler / revision of previous year groups, some will be harder and more apply based e.g. writing sentences. This so to make the link between SPaG skills and writing / editing.
- Display the words of the day somewhere in your classroom. These can be referred to when writing or form part of your writing checklists.
- Word classes to be used:




intrepid

To be an astronaut, you must be an **intrepid** person who craves adventure and is not afraid of heights.


1. What is the definition of the word? <small>Choose from the choices below.</small>	2. What word class is it? <small>Choose from the choices below.</small>	3. Write a sentence with a fronted adverbial and the word.	4. Think of 3 synonyms and 1 antonym for the word.	5. How many words can you find within the word by re-arranging the letters?
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noun - person, place, object or thing



adjective - describes a noun



verb - an action



adverb - describes a verb. How?

Monday	Tuesday	Wednesday	Thursday	Friday
Noun	Adjective	Verb	Adverb	Polysyllabic word

All year group suggestions for activities:

- What does the word mean? What is the definition of the word?
- Draw a picture of the word.
- What is the word class? (multiple choice)
- What synonyms can you think of?
- What antonyms can you think of?
- Use the word in a sentence containing one of this week's spelling words
- How many words can you find within the word by re-arranging the letters?
- Make a new word by adding a prefix / suffix to today's word - how has the meaning changed?
- Here is a sentence with today's word, correct the / edit the / add the ...

<p>Year 1:</p> <ul style="list-style-type: none"> How many letters? How many syllables? Which vowels/consonants are in this word? What words can you think of that rhyme with this word? Add sound buttons to today's word Think of a word that starts with the same letter/sound as today's word Think of a word that contains that same digraph/trigraph as today's word Use the word in a sentence with the conjunction 'and' Use the word in a question sentence Think of an adjective to describe today's word Use the word in a sentence with the HFW / tricky word ... 	<p>Year 2:</p> <ul style="list-style-type: none"> Use the word in a question / exclamation / command sentence Practice spelling the word using a pyramid Use the word in a sentence with an -ly adverb at the start Think of an adverb that could describe today's word Think of a pair of adjectives to describe today's word Use the word in a sentence with commas in a list Use the word in a sentence with the coordinating conjunction (and/or/but) or subordinating conjunction (when/if/because) Use the word in a sentence written in the past / present tense Use the word in a sentence containing an apostrophe for possession / contraction
<p>Year 3:</p> <ul style="list-style-type: none"> Use the word in a sentence with the conjunction (when, before, after, while, so, because) Use the word in a sentence with speech and inverted commas Use the word in a sentence containing a preposition Would the determiner 'a' or 'an' be used in front of this word? Why? 	<p>Year 4:</p> <ul style="list-style-type: none"> Use the word in a sentence with a fronted adverbial and a comma Use the word in a sentence with the conjunction (or, but, if, because, when, although) Use the word in a sentence that contains an expanded noun phrase / adverbial phrase
<p>Year 5:</p> <ul style="list-style-type: none"> Use the word in a sentence with a relative clause Use the word in a sentence containing a modal verb (might, should, must) Use the word in a sentence containing parenthesis (brackets, commas, dashes) 	<p>Year 6:</p> <ul style="list-style-type: none"> Write a sentence in the active/passive voice that uses today's word Use the word in a sentence with a semi-colon / hyphen Write a sentence using today's word as a verb, then as a noun (e.g. lock)

How we teach Spelling

In Years R, 1 and 2 Spelling forms part of the Little Wandle planning. In Year 2, children transition onto the Little Wandle Spelling programme, new for September 2023.

In Year 3-6, we follow the SMC Long Term Plan. This, and all other resources, can be found on the Staff Drive under: Curriculum 2022-23 → English → Spelling. We use small blue books to record any word completed in spelling lessons, and A4 pink books for home learning. The spelling menu should be stuck into the front of chns pink home learning book.

Term 1 6 weeks	Prefixes - 2 weeks 2 - change y to an I before -es + suffix -ly - spell question words 3 - prefix un- dis- mis- 4 - prefix in- im- 5 - revise prefixes from excel grid LKS2 6 - prefix pre- trans-	Common Exception Words - 2 weeks - Year 1 and 2 Homophones - 2 weeks 3 - brake/break great/grate eight/ate weight/wait 4 - peace/piece mane/main fare/fair seen/scene male/mail ball/bawl whose/who's 5 - accept/except affect/effect weather/whether draft/draught 6 - advice/advise device/devise license/licence practice/practise ascent/assent	Silent Letters - 2 weeks 2 - the n sound spelt kn and gn / the r sound spelt wr at the beginning of words 3 - write, writing, written, wrote, wrist, wrap, wreck, wrong, answer, sword, wren 4 - Knit, knot, knob, knight, knife, knee, knock, know, knock, knuckle, knowledge 5 - Lamb, crumb, numb, bomb, climb, comb, dumb, thumb, plumber 6 - Sign, design, gnat, gnaw, gnome
Term 2 *with flexibility (7 week term)	Suffixes - 2 weeks 2- adding -ed -ing -er -est to a root word ending in -y with a consonant before it e.g. copied 3 - suffix -ly, -ally 4 - prefix in- il- 5 - suffix -ment -ity -ship 6 - suffix fer	Homophones - 2 weeks 2 - be/bee quite/quiet see/sea bare/bear one/won too/two/to 3 - meat/meet hear/here knot/not he'll/heel/heal plane/plain 4 - meddle/medal mist/missed team/teem board/bored which/witch 5 - aisle/isle altar/alter farther/further guest/guessed 6 - principle/principal prophet/profit stationary/stationery precede/proceed	Common Spelling Rules and Patterns - 2 weeks 2 - sound ge spelt dge e.g. edge and the s sound spelt 'c' before e, I and y e.g. race 3 - the 'u' sound spelt 'ou' e.g. young 4 - words with the 's' sound spelt 'sc' 5 - I before e except after -c rule 6 - s spelled c before an adjacent ie, I, e and y

Overview of a 2-week Spelling Unit in KS2

Children are assessed on the word list before teaching starts to see what they already know; this becomes the benchmark for progress each week. After the assessment, the children can be taught the new pattern/rule.

On Day 2, the homework widget goes home and the chn highlight this pink/green using their spelling test so that they only need to practice the green words for their home learning. They are expected to use at least two activities from the spelling menu to do this.

On Days 2 and 3, 20-30 minutes of Spelling should be timetabled, giving children the opportunity to practice and apply that weeks spelling words.

Day 1	Day 2	Day 3
Blue Assessment + Introduce new focus	Teach 30m Homework goes home	Teach 30m
Mid-way Assessment / Teach Homework comes back	Teach 30m Homework goes home	Teach 30m
Yellow Assessment for old unit + Blue Assessment for new unit / Teach Homework comes back		

Spelling Homework KS2

On the first day of a new unit, teachers carry out a blue assessment. This is a spelling test of all 15 words for that unit. Homework sent on day 2 of a new unit. The words will be organised into bronze, silver and gold depending on their difficulty in spelling and understanding meaning. After each assessment, the homework sheet is coloured pink/green depending on whether the chn spelled them correctly in the assessment or not. The chn then choose 5 of the green words each week as their focus words. Encourage chn to aim for their 'personal best' score each week. Homework is then due in the following week. Spelling homework will be a menu of possible ideas and the children need to choose at least two strategies to help learn the words.

Display

Words for the unit are displayed clearly in the classroom using Wigit, either on an English working wall, around a whiteboard etc so that they are clearly visible for the children to refer to and use in their writing.

Little Wandle word cards and posters are displayed in Year R-2.

Marking for Spelling

- Across all books, teachers to wiggly line spellings errors of HFW as a priority to a maximum of 5. Then, look for topic words, words taught through spelling or provided on a word bank.
- Only wiggly line the specific error in the word e.g. pepole so that the children know which part is correct and which part needs editing.
- There is an expectation that chn self-edit these and write them three times.
- Where letter orientation and formation is incorrect, teachers to wiggly line these as a spelling error.
- To support self-editing teachers could consider using: word banks, displays, spelling tabs, wigit words and ensuring that dictionaries accessible.
- Spelling tabs are to be used in the back of English books for children who are still struggling with HFW. These can be added to through work with a TA during Precision Spelling. There is a template for this on the Staff Drive under: Curriculum 2022-23 → English → Writing → Spelling Word Bank



Reading Lessons Year 2-6

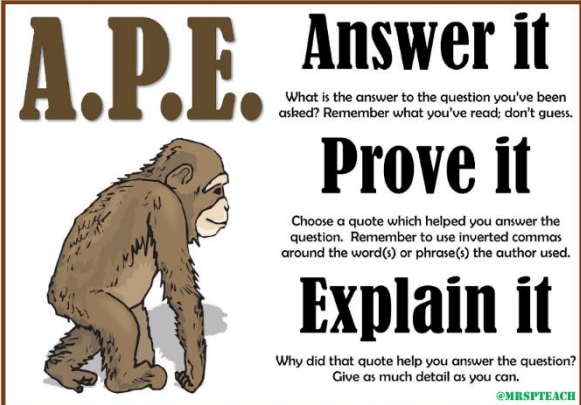
At SMC, teaching of reading happens within our normal daily English lessons. The expectation is that one lesson per week (or equivalent) is a reading lesson with the objective taken from the Kent Tracking Statements. The text used for reading lessons should be the same as that used to drive the writing journey.

Format of the Lesson:

- Read aloud a section or chapter of the class text
- 5-a-day retrieval practice using the text
- Vocab match up game (if appropriate)
- Teaching of specific reading skill
- Opportunity for chn to practice comprehension questions independently, in pairs or adult-led groups

On the staff drive, under Curriculum 2022-23 → English → Reading:

- Reading Question Stems - this provides question ideas and structures to support comprehension planning. It also provides additional examples of reading related activities for each learning objective / skill.
- APE responses - this resources scaffolds chns written responses to questions. This is particularly useful for extended answer questions or inference questions.



A.P.E. **Answer it**
What is the answer to the question you've been asked? Remember what you've read; don't guess.

Prove it
Choose a quote which helped you answer the question. Remember to use inverted commas around the word(s) or phrase(s) the author used.

Explain it
Why did that quote help you answer the question? Give as much detail as you can.

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Reading at Home

Our homework policy outlines the expectation that children read at home five times a week. This should be recorded in the child's reading diary and checked regularly by school adults.


There are two key documents that need to be sent home to parents in September, or ideally stuck into Reading Records. They can be found on the staff drive under: Curriculum 2022-23 → English → Reading

- A Parent's Guide to Reading Records at SMC

A Parent's Guide to Reading Records at SMC

Reading Record Books are a fantastic way for parents and carers to communicate with teachers about how your children are reading. When writing in your child's reading record, consider commenting on the following so that we can support or build on your child's skills back in school.

REMEMBER: the more your child reads or listens to stories the more confident and enthusiastic reader they will become and the wider their vocabulary will get - this will really help with their writing too!



Word Skills
Did your child:

- Read all the words correctly?
- Find some words difficult?
- Try hard to work out new words?
- Need to practice again to recognise the words?
- Read accurately and confidently?

Comprehension Skills
Has your child:

- Understood the story well?
- Held a good discussion about events in the story?
- Retold the story in detail?
- Could they talk about the story confidently?

Did they:

- Answer questions about the content?
- Need to read again to improve understanding?
- Need to use the pictures (if appropriate) to assist understanding?
- Need lots of help to understand the main events?

Attitude and Interest
Did your child:

- Read eagerly?
- Enjoy the story? Why?
- Show fantastic expression - including 'doing the voices'?
- Explain the text in their own words?
- Would he/she benefit from reading again to improve fluency?

- Reading Fluency

Developing Reading Fluency

Reading fluency is the ability to quickly and accurately read a passage of text with expression. This means your child can read a sentence smoothly while recognising most of the words.

In KS1, you will notice that many of the books have word lists inside the front cover. It would be useful to pre-read and practice these together before starting the text so that the words are fresh in their memory.

Listen to audiobooks - these are great models of reading fluency! You could even follow along in the text version of the story at the same time.

Break sentences into smaller phrases.

Use a clear, loud voice that can be heard aloud.

Read at a calm, smooth pace.

Use your expression, or intonation, in your voice.

- This means your voice matches the feeling of the passage, going up and down to emphasise certain parts and so that the meaning is clear.
- Use different voices for different characters
- Make your reading 'sound like talking'

Use a ruler or finger to follow along the text, pointing to each word as you read it.

Practice 'echo reading' where the adult reads a line, or section of a book. Try to match clear reading with fluency and expression. The child then reads the line back to you, trying to match the way you read it.

Pay attention to punctuation in sentences as you read.

- Full stop - pause and take a breath
- Exclamation mark - voice goes up
- Question mark - voice goes down
- Comma - slow down and take a little breath.

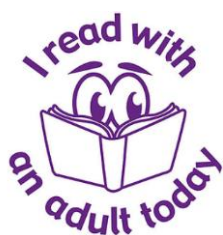
Reinforce recall of words that your child already knows, or has sounded out on a previous page, so that they don't keep sounding out the same words but start to recognise them.

Read a passage three times.

1. To decode unfamiliar words
2. To ask questions to clarify the meaning of the story or new vocabulary
3. Read the words correctly
4. Improve your pace each time

Re-reading a book several times to build up confidence with the text and gives the opportunity to act on guidance to improve.

School staff are encouraged to give developmental comments in reading records. Guidance can be found in the document titled 'Reading Diaries at SMC'. There is an expectation that adults fill in the reading record every time a child reads with a school adult and uses the stamp to indicate this.



Reading Diaries at SMC			
Be constructive	Be encouraging	Be specific	Be helpful
Drive the next steps in learning			
Model the sort of comments we would like			
Word skills			
<ul style="list-style-type: none"> • Commented many of the letter sounds and read lots of words independently. • Recognised the phonemes... which we have learned in phonics / in the story. • Read accurately and confidently. • Read (some) words independently for example... • Was able to work out new words using phonics clues. • Used their phonics to read new words. • Could recognise and read some tricky words / common irregular words with the text. • Segmenting / blended some words they weren't sure of. • Used the pictures to work out new words. • Noted that the words... begin with the same sound. 	<ul style="list-style-type: none"> • Self corrected errors independently. • Read hard for words difficult to read out / recognise with ... • Needs to practice again to recognise the words. • Struggled to work out a lot of the vocabulary / sound. • Not sure when encountering a phrase, stop and clarify. • Able to read this book, but with lots of guessing. • Used the pictures to assist new words. • The word 'big' had self corrected when read with the context of the sentence. • Needs to practise 'own' with 'own'. • Needs the words instead of sounding them out. • Needs to be encouraged to use their phonics to segment. 		
Comprehension			
<ul style="list-style-type: none"> • Understood the story well. • Good discussion about events / characters in the story. • Retold the story in detail. • Used the pictures to assist understanding. • Could talk about the story confidently. • Answered questions about the content. • Able to predict what happens next in the text. • Responded well to questions. • We talked about the title and discussed what the book was about / might be about. • Did not like the ending of the book and she could tell me why. 	<ul style="list-style-type: none"> • Commented what they had read. • Was able to relate what they had read to their own experience. • Discussed the story and how the characters have changed. • Discussed the meaning of a new word/words. • Talked about their favourite part of the story and explained what they liked it. • We talked about the meaning of the word... on page... • Needs to read again to improve understanding. • Needs lots of help to understand the main events. • Struggled to remember to use their phonics to segment. 		
Attitude and Interest			
<ul style="list-style-type: none"> • Read eagerly. • Enjoyed the story because... • Fantastic expression. • Read fluently. • Read at a steady pace. • Took punctuation into account when reading the book. • Accurately followed the words with their finger while reading. • Spelled/recognised a full stop / question mark / exclamation mark / inverted commas etc. • Read the book enthusiastically, clearly and with understanding. • Fluent and confident, showing enthusiasm and enjoyment. • Was happy to chat... and could explain in their own words. • Loved the pictures and we enjoyed discussing them. 	<ul style="list-style-type: none"> • Used the voice / contents page to find out about... • Asked many relevant questions about the story and characters. • Enjoyed this book so wanted to try... by the same author / I would recommend... • Was not engaged in the book. • Would benefit from reading again to improve fluency. • Did not know how to read again to improve fluency. • Found this book difficult. • Struggled to concentrate. • Needs to remember to use their following finger to point to the words as they read. • Holds the book wrongly / correctly / turns the pages. • Noticed that the text had a changing pattern etc... • Chose a new fiction book and told me what she... meant. • Explains the glossary to find out what... meant. 		

Reading Year R - 2

In Year R, 1 and 2, children learn to read following the Little Wandle program. The planning for this is all available online. Our KS1 corridor contains all of the books needed to run the programme and each book box contains 6 copies of the text, sound/word cards and widget cards for new vocabulary.

Little Wandle outlines three reads a week, focussing on the skills of decoding, prosody and comprehension. This book is known as their 'reading practice book' and will be sent home once the three reads have been completed in school.

Guidance for parents:

Reading practice book

This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy - your child needs to develop fluency and confidence in reading.

Listen to them read the book. Remember to give them lots of praise - celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.

Sharing book

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.

Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!



Classroom Reading Areas

Reading areas should be cosy, welcoming and appealing areas for children to access a range of texts. They should be accessible throughout the day, for example during AR/reading times on a rota basis and during break/lunch times for chn to take outside. We envisage that they are a subset of the main school library that is changed regularly.

Non-Negotiables

- Change books termly but keep some familiar favourites (e.g. those shared during the daily read or English lessons)
- Have some front facing books and storage that is low / accessible for the children
- Include a variety of text types, for example: magazines, newspapers, joke books, comics, picture books, graphic novels, dictionaries, atlases, autobiographies
- Include books that reflect diversity e.g. refugees, BAME, cultural stories (see <https://www.booksfortopics.com/diversity>)
- Reading areas should be organised in some way and this could be decided by children e.g. fiction/non-fiction/poetry, by author, by genre (e.g. sci-fi, adventure, mystery)
- Reading spaces should be a distinct, ideally enclosed, space within the classroom. They should be made welcoming and inviting by the inclusion of cushions, mats, blankets, rugs, reading teddies etc
- Children and adults should have the opportunity to share recommendations. This could be verbally e.g. Show and Tell of favourite books once a week, or written e.g. post its on a display, whiteboard display.
- Dedicated topic space for books that directly link, especially non-fiction (this could be in your reading area, or in another display area in your classroom)

Additional Ideas

- Include books, for example in a book box, that reflect events such as Black History Month, Roald Dahl Day. See: <https://www.twinkl.co.uk/calendar> for more examples that might be relevant
- Store books in a variety of ways, including shelves, boxes, baskets, front facing spaces, book stands, movable storage
- Include pupil-authored books that are either published in English lessons or written at home. This could be presented in a book, folder, big book etc
- Display a Book of the Week or Term / Author of the Term / Illustrator of the Term / Poet of the Term
- Opportunities to vote for the daily read that week / term
- Allocate 'library monitors' (or similar) for your classroom that are responsible for looking after this area of the classroom



Assessment

We use the Kent Tracking Statements for Reading and Writing. These can be found on the Staff Drive under: Curriculum 2022-23 → English → Reading / Writing

Year 1 Writing	Transcription		Composition	
	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
Emerging	Write from memory, short and simple dictated phrases or sentences containing the GPCs and words taught so far.	Some letters are correctly formed and orientated, including lower case, capital letters and digits.	Say out loud what they are going to write about, talk about where the sentence begins and ends, with support.	Write phrases, simple sentences or sentences in short paragraphs, which can be partly understood. Often use 'and' to join words and clauses.
	Spell words containing each of the phonemes taught so far.	Capital letters formed correctly for own name and the person of personal 'I'.	Attempt to write to the task.	Sometimes use a capital letter and full stop to show sentence boundaries, sometimes in the capital place.
	Spell words using the prefix 'in-' e.g. unhappy, unless the suffix '-ing, -ed, -er and -est' where a change is made to the root word.	Some spaces are left between words, although inconsistently.	Write simple phrases and sentences to form narratives based on real or fictional experiences.	Talk about question marks and exclamation marks to know their purpose.
	Spell some common exception words in the Y1 spelling appendix.	Some spaces are left between words, although inconsistently.	Write simple phrases and sentences to form narratives based on real or fictional experiences.	Use a capital letter for their name and for the personal pronoun 'I'.
Expected	Write from memory, simple dictated sentences containing the GPCs and words taught so far.	Most letters are correctly formed and orientated, including lower case, capital letters and digits. There may be some inconsistency in size.	With support, revised writing to check it makes sense.	Use a capital letter for their name and for the personal pronoun 'I'.
	Spell words containing each of the 50-phonemes taught so far. Most words can be deciphered.	Capital letters formed correctly for own name and the person of personal 'I'.	Write simple phrases and sentences to form narratives based on real or fictional experiences.	Use a capital letter for their name and for the personal pronoun 'I'.
	Spell words using the prefix 'in-' e.g. unhappy, unless the suffix '-ing, -ed, -er and -est' where a change is made to the root word.	Some spaces are left between words, although inconsistently.	Write simple phrases and sentences to form narratives based on real or fictional experiences.	Use a capital letter for their name and for the personal pronoun 'I'.
	Spell most common exception words in the Y1 spelling appendix.	Some spaces are left between words, although inconsistently.	Write simple phrases and sentences to form narratives based on real or fictional experiences.	Use a capital letter for their name and for the personal pronoun 'I'.
Exceeding	Write from memory, simple dictated sentences containing the GPCs and words taught so far.	Most letters are correctly formed and orientated, including lower case, capital letters and digits.	Write sentences or paragraphs to describe, explain or persuade.	Use a capital letter for their name and for the personal pronoun 'I'.
	Spell words containing each of the 50-phonemes taught so far.	Capital letters formed correctly for own name and the person of personal 'I'.	Write simple phrases and sentences to form narratives based on real or fictional experiences.	Use a capital letter for their name and for the personal pronoun 'I'.
	Spell words using the prefix 'in-' e.g. unhappy, unless the suffix '-ing, -ed, -er and -est' where a change is made to the root word.	Some spaces are left between words, although inconsistently.	Write simple phrases and sentences to form narratives based on real or fictional experiences.	Use a capital letter for their name and for the personal pronoun 'I'.
	Spell at least all the common exception words in the Y1 spelling appendix.	Some spaces are left between words, although inconsistently.	Write simple phrases and sentences to form narratives based on real or fictional experiences.	Use a capital letter for their name and for the personal pronoun 'I'.

Year 2 Writing	Transcription		Composition	
	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
Emerging	Write from memory simple dictated sentences which include familiar words and GPCs.	Mostly pencil correct.	Compose sentences orally. Use the drafting process to gather and write down ideas and key words.	Write sentences which are usually grammatically accurate, sequenced to form short narratives, combine words to form single clause sentences.
	Spell accurately most words containing the 50-phonemes.	Writing is legible.	Write narratives about personal experiences or those of others, whether real or imagined, sometimes matching form.	Use capital letters for some proper nouns and the personal pronoun 'I'.
	Spell words using the prefix 'in-' e.g. unhappy, unless the suffix '-ing, -ed, -er and -est' where a change is made to the root word.	Letters and digits are mostly formed and orientated accurately, with some consistency in size.	Write about real events, sometimes maintaining form.	Use punctuation to mark some sentences, including capital letters, full stops, question marks and exclamation marks; some use of commas in lists.
	Spell most common exception words from Y1 spelling appendix, and some from Y2 e.g. child, who, again, any, them.	Some letters are joined correctly, according to the school's handwriting approach.	Write about real events, sometimes maintaining form.	Show some examples of varied vocabulary, such as expanded noun phrases, to add descriptive detail.
Expected	Write from memory, simple dictated sentences which include familiar words and GPCs.	Most letters are joined correctly, according to the school's handwriting approach.	Write a variety of forms, beginning to recognise the difference between other forms, e.g. narrative.	Begin to identify some of the following word classes: noun, adjective, verb and adverb.
	Spell words containing each of the 50-phonemes taught so far. Most words can be deciphered.	Capital letters formed correctly for own name and the person of personal 'I'.	Write simple phrases and sentences to form narratives based on real or fictional experiences.	Use appropriate features of Standard English, such as subject-verb agreement e.g. we were, I did.
	Spell words using the prefix 'in-' e.g. unhappy, unless the suffix '-ing, -ed, -er and -est' where a change is made to the root word.	Some spaces are left between words, although inconsistently.	Write simple phrases and sentences to form narratives based on real or fictional experiences.	Use appropriate features of Standard English, such as subject-verb agreement e.g. we were, I did.
	Spell most common exception words in the Y1 spelling appendix.	Some spaces are left between words, although inconsistently.	Write simple phrases and sentences to form narratives based on real or fictional experiences.	Use appropriate features of Standard English, such as subject-verb agreement e.g. we were, I did.
Exceeding	Write from memory, simple dictated sentences which include familiar words and GPCs.	Most letters are joined correctly, according to the school's handwriting approach.	Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.	Use appropriate features of Standard English, such as subject-verb agreement e.g. we were, I did.
	Spell words containing each of the 50-phonemes taught so far.	Capital letters formed correctly for own name and the person of personal 'I'.	Write simple phrases and sentences to form narratives based on real or fictional experiences.	Use appropriate features of Standard English, such as subject-verb agreement e.g. we were, I did.
	Spell words using the prefix 'in-' e.g. unhappy, unless the suffix '-ing, -ed, -er and -est' where a change is made to the root word.	Some spaces are left between words, although inconsistently.	Write simple phrases and sentences to form narratives based on real or fictional experiences.	Use appropriate features of Standard English, such as subject-verb agreement e.g. we were, I did.
	Spell at least all the common exception words in the Y1 spelling appendix.	Some spaces are left between words, although inconsistently.	Write simple phrases and sentences to form narratives based on real or fictional experiences.	Use appropriate features of Standard English, such as subject-verb agreement e.g. we were, I did.

Reading

We use Accelerated Reader to baseline the children during Learning to Learn week in September. Six times a year, during Assessment Week each term, the children complete another Star Test. Access arrangements should be considered and extra time can be set up. These provide reading ages and standardised scores, as well as their ZPD for guiding their reading choices.

At the end of Terms 2, 4 and 6, we use NFER Assessments to support our teacher assessment of reading. These provide standardised scores. In Years 2 and 6, past SATs papers are used in the place of NFER.

Writing

We moderate as a staff team three times a year during staff meetings. Judgements should be made using the Kent Tracking Statements as a guide, using pieces of independent writing completed during the writing journey each term.

Spelling

We carry out weekly spelling tests to review the progress that children are making within each spelling rule or pattern. These inform and personalise the homework sheets which are sent home highlighted pink and green.

Phonics

In line with Little Wandle Guidance, assessments are carried out termly (every 6 weeks). Year 1 will also undertake additional assessments in preparation for the Phonics Screen.