

ENGLISH AT HARLOWBURY

Principals of teaching Writing at Harlowbury

Writing is taught using strategies proven to engage reluctant writers and accelerate progression of all children via a fluid pedagogy mixture of Talk for Writing (T4W) and Storytelling Schools.

Harlowbury children will explore 5 texts each year covering a wide variety of fiction & non-fiction genres. Children will be encouraged to internalise, imitate then innovate the text. Storytelling encompasses reading, writing, GPS (grammar, punctuation and spelling, oracy and drama skills within each text supporting mastery teaching & learning within English.

All genre blocks progress through the 5 stages with the exception of poetry which does not use a baseline assessment.

- Baseline assessment and planning - the 'cold' task.
- Rehearsal, internalisation & presentation
- The imitation stage.
- The innovation stage.
- Independent application and invention - the 'hot' task.

Storytelling Expectations

- English lessons can take the form of reading, oracy, writing, rehearsal & performance. It is not the expectation that learning is recorded in writing books each day. Whole class blogs and wall displays demonstrate evidence of analysing, vocabulary building, rehearsal and performance.
- All classes will apply T4W and storytelling techniques to the teaching of English, specifically writing using the 5 elements of storytelling:-
- **TELLING:** Tell a story and teaching class to retell it.
- **DEEPENING:** Immerse the class in the language and content of the story through drama, poetry, song, dance, reading, writing and linking across the curriculum.
- **CREATIVE WRITING:** Demonstrate and teach writing through shared writing practice.
- **TEXT RECYCLING:** Create new stories from old.
- **TEXT CREATION:** Invent new text within the genre being studied
- The same text is accessed & rehearsed by all children with varied levels of peer & adult scaffolding and adaptations.
- Explicit teaching and repetition of key sentence structures, vocabulary and phrasing is encouraged to promote internalisation.
- Children are actively encouraged to independently access technical vocabulary and spelling mats.

- Analysing the text focuses on genre layout expectations, vocabulary & phrases specific to the genre, audience and use of word class within the context.
 - Vocabulary is explicitly taught and explored within and in addition to writing lessons. This will take the form of using a variety of dictionaries related to the task, peer & whole class dialogue, investigation and making links between phonological and etymological information.
 - Cross Curricular storytelling and writing is an expectation. Children will be immersed into at least one cross curricular story per term within science and/or foundation subjects to support the innovation of a text to progress into writing 'like a scientist, historian, geographer or theologian'.
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Principals of teaching Oracy at Harlowbury

"By learning to tell stories and make verbal presentations, children develop great oral communication skills while mastering the language and ideas they need for subsequent writing." Storytellingschools.com 2019

Harlowbury School witness the practical barriers to children entering school with lower than age related speaking and listening (oracy) skills. In order to combat this the whole school aims to be a listening school encouraging conversation, dialogue and discussion between peers.

- Explicit and robust teaching of vocabulary is threaded throughout the school day and all subjects.
 - Teachers select age related vocabulary to focus on for each subject. Using Word Aware techniques children build on their knowledge of the word, its meaning, sound, class and word family. Vocabulary is taught through a range of activities – What does it look like? What does it sound like? What does it mean?
 - Words are put into context, both within the text or topic being learnt and real life experiences.
 - Vocabulary is supported using bespoke to topic and year group vocabulary mats which children are encouraged to access independently during activities.
 - Taught vocabulary is used in context when writing within all lessons.
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Principles of Teaching Reading at Harlowbury.

The teaching of reading at Harlowbury builds upon reciprocal reading practices using the principals of Talk for Reading with a focus on developing vocabulary & analytical reading skills. During Talk for Reading, children will be guided through three phases; introduction to the text (aimed at building fluency), investigation (developing expression and a deeper understanding of the text), resulting in the final phase - independent understanding. Children will access text in a variety of ways; independently, partner reading and listening to the text while exploring vocabulary meaning to support expression while reading and visualisation. Children are

encouraged to read narrative texts (at own pace) that has been carefully chosen by the Class Teacher to ensure children have the appropriate challenge to promote the development of reading skills.

Reading is assessed via a combination of Read Write Inc, fluency assessments and Benchmarking assessments.

KS1; Read Write Inc and PCM Benchmarking (if completed the phonics scheme).

KS2; PCM Benchmarking only when completed the phonics scheme.

Children not making expected progress will be assessed via a combination of, Nessy Lexia, Benchmarking or RWI assessment..

As children move from the Read Write Inc phonics scheme, the teaching of reading focus shifts towards developing understanding & building fluency to ensure that reading is pleasurable and effortless.

Teaching of Reading Expectations

- The same text is accessed by all children with varied levels of phonological and decoding support.
- EYFS, Year 1 and Year 2 will follow the Read Write Inc phonics programme daily. The expectation is that Year 2 children will reach the end of the Read Write Inc programme by the end of Autumn 2 and move onto whole class reciprocal reading.
- From January, Year 1 will take part in whole class reading activities in addition to daily phonics lessons at least once a week.
- From years 3-6 all children should take part in a whole class reading lessons with a Class adult 3 times a week for 20 minutes per session or to the equivalent of 60 minutes.
- KS2 children new to the school are assessed and if required attend RWI lessons to support & develop their decoding and fluency to close the gap between their attainment and age-related expectation.
- Year 2 & 6 should take part in written comprehension activity at least once a fortnight increasing to weekly after February; the rest school twice each half term.
- All children will have a Reading Response book where they will record reading learning activities on a regular basis. These should be lightly marked but acknowledged on an ongoing basis.
- Planning should note key questions and unfamiliar vocabulary predictions.
- Notes and comments made by adults during the session should link to the KPI being developed. These will support making summative assessments judgements in Reading.
- Both Fiction & Non-fiction texts should be used mostly to support developing inference skills. During 'reading weeks' whole class reading sessions could be replaced with guided writing and/or GPS sessions dependant on the Class's recognised development points.
- **Children should not be taking part in free reading** – Reading at Harlowbury should always have a purpose.
- Where appropriate, children will read to aloud to the class: this can be used for teachers to carry out formative decoding, intonation & fluency

assessments as well as supporting children to gain confidence in reading to others.

Talk for Reading structure

Introduction Phase

- Prior to reading the text children will explore the contextual information to support them activate prior knowledge.
- As a class, vocabulary will be explored clarified and explicitly taught before reading.
- While reading, teachers will model reading with fluency giving the children opportunity to listen to the text & make sense of it allowing them to make accurate predictions.

Investigation Phase

- is aimed at deepening understanding of comprehension focus through:
- dialogic talk exploring the vocabulary and context.
- strategic reading applying strategies to deepen understanding.
- reading as a writer
- summarising what's been learnt
- reading fluently with expression - if a child is struggling to decode fluently, they will receive additional support to help build their fluency either on a one to one basis or in a small group.

Independent Understanding phase

- where children demonstrate their Independent levels of understanding
 - identify the focus
 - demonstrate understanding
 - apply focus to the text and to other texts
 - write or perform an innovated version of the text
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Principals of teaching Spelling at Harlowbury

The teaching and learning of spelling at Harlowbury takes the form of: securing phonological and phonemic knowledge, encouraging independent use of spelling resources (spelling mats, spelling dictionaries, word banks) during lessons, applying a number of visual strategies and investigations. Research shows learning a list of spellings does not progress spelling ability; if a child learns the spelling convention (rule with an exception) they can successfully apply the convention to known and unfamiliar words to spelling and pronunciation.

Teaching Spelling at Harlowbury

- EYFS introduces the concept of spellings via Read Write Inc, encouraging children to apply their phonemic knowledge to write and spell words with phonological & phonemic plausibility. This is checked using the RWI technique of 'tick or fix'.
- Year 1 builds upon EYFS Read Write Inc spelling strategies with daily whole class speed sounds spelling lessons reinforcing the application of using

'sounds' and 'tick or fix' when spelling unfamiliar and known words encountered during RWI sessions.

- Year 2 continues applying the Read Write Inc strategies until children have completed the programme where they will move onto using the No Nonsense spelling programme.
- Years 3-6 follow the No Nonsense spelling programme, encouraging children to explore varied strategies to learn the spelling convention.
- Spelling is taught for 20 minutes for 5 sessions over 2 weeks at a time most suitable for the class.
- Year 1 – 6 have phase and topic related spelling mats available for children to access and employ independently. KS1 and SEND children have access to bespoke spellings with widget images where appropriate.
- Spelling errors are independently corrected using classroom resources and practised by writing the correct spelling as a whole line in purple pen on the page where the error occurred.
- **Research shows that *learning individual words, out of context for testing is ineffective and does not progress spelling ability.*** - Teachers may choose to set spelling activities for home learning that take the form of an investigation into spelling convention or pattern reflecting the No Nonsense spelling approach.