

English at Emmbrook Juniors



Ruth Scales and Kathryn Barnes



Roots to Grow Wings to Fly

Aims of the Session



- To share the improvements we have made to the teaching of Writing and the research behind it.
- To understand why we changed our approach to teaching spelling and what we now do.
- To familiarise you with the NC expectations of punctuation and grammar (and give you a sneak peak at some typical test questions.)
- To share how we develop reading skills and a love of reading through the use of high quality books.
- To equip you with ideas and strategies to support your child at home with English.

Roots to Grow Wings to Fly



Here comes the Research bit...



Education
Endowment
Foundation

Seven recommendations
to improve literacy
teaching for 7-11 year
olds

(Based upon extensive
research and school studies.)

- 1) Develop pupils' language capability to support their reading and writing
- 2) Support pupils to develop fluent reading capabilities
- 3) Teach reading comprehension strategies through modelling and supported practice
- 4) Teach writing composition strategies through modelling and supported practice
- 5) Develop pupils' transcription and sentence construction skills through extensive practice
- 6) Target teaching and support by accurately assessing pupil needs
- 7) Use high-quality structured interventions to help pupils who are struggling with their literacy



Writing



You might not write well every day,
but you can
always edit a bad page.
You can't edit
a blank page.
- Jodi Picoult



"You can make
anything by writing."
-C.S. Lewis

Roots to Grow Wings to Fly

How do we help your child develop their writing skills?

Writing for an audience and clear purpose

Develop proof reading and editing skills.

Three week units tightly linked to National Curriculum

Writing every day

Modelling

Spelling Lessons and personalised word lists



Cross Curricular Writing Opportunities

Early morning tasks to practice SPaG

Handwriting focus

High quality examples



Whole School Writing Journey

Year and Term	Learning Journey	Writing Outcome for <u>first</u> unit (linked to Learning Journey)	Writing Outcome for <u>second</u> unit (linked to 'Book Talk' Book)	'Book Talk' Book & Rationale	Class Reading Book & rationale				
Year 3	A 1	Gods and Mortals (Ancient Greece)	Non-Fiction Writing to inform: Non-chronological report about a God or Goddess	Narrative Writing to entertain: Own version of a Greek Myth	Three Heroic Tales – Hugh Lupton (supplement with Greek Myths – Marcia Williams) High quality book with lots of imagery and vivid description. Exposure to different myths.	Who Let the Gods Out – Maz Evans Greek mythology, young carers and family illness, friendships (Groovy Greeks-Horrible Histories) Teacher led non-fiction text; light-hearted and accessible way to be exposed to facts.			
	A 2	Tremors (Volcanoes and Earthquakes)	Performance poetry Writing to entertain: Poem about earthquakes and volcanoes	Diary entry Writing to describe: The diary of someone who has escaped from Pompeii	Escape from Pompeii- Christina Balit Quality picture book to stimulate inference discussion	Firework Maker's Daughter – Phillip Pullman Main character ascends mountain- realistic plot linked to volcanoes (NB Clockwork studied in Y4)			
	S p 1	Predator (Food chains, fossils, skeletons)	Non-chronological report Writing to inform: about predators (e.g. salt-water crocodile or shark)	Newspaper report Writing to inform: about an animal found in the sewers. (Refer to real life articles too.)	Krinklekrax – Philip Ridley Exposure to development of character, setting and atmosphere; links to science	The Iron Man – Ted Hughes Opportunity to develop discussion about form and poetic style; opportunities to link to 'Iron Woman'			
	S p 2	Tribal Tales (Stone age, Bronze age, Iron age)	Response letter Writing to inform- How to get back to the Stone Age/ survive (?)	Graphic novel/comic strip Writing to entertain: Comic strip with a focus on dialogue, based on a Stone Age story - 'Ug'	Ug: Boy Genius of the Stone Age – Raymond Briggs Quality picture book in graphic novel style.	The Boy with the Bronze Axe – Kathleen Fidler Set in Stone Age Skara Brae – vivid descriptions and accurate historical detail.			
	S u 1	Scrumdiddlyumptious (nutrition, cooking)	Instruction writing Writing to inform: recipe writing to follow (grid homework?)	Narrative Writing to entertain: walking into the chocolate room	Charlie and the Chocolate Factory – Roald Dahl Description; popular novelist; language linked to topic	Poetry Pie Collection - Roger McGough/ A Year of Reading Aloud – Georgina Rogers / Green Eggs and Ham by Dr Seuss A range of poetry			
	S u 2	Flow (Rivers and the water cycle)	Description Writing to describe and entertain: (Description of the journey of the river e.g. from the perspective of an object travelling down it -stick man?)	Narrative Writing to entertain: next chapter/alternate chapter/ different ending (not whole story outcome)	Charlotte's Web – E. B. White Classic novel- possible to compare across 2 classic texts. PSHE theme of friendship and loyalty.	Wind in the Willows- Kenneth Grahame Vintage classic related to rivers, local environment and permanent exhibition in Henley. PSHE theme of friendship and loyalty.			
	Key:	Classic novel	Contemporary novel	Poetry/ playscript	Non-fiction	Stories from other cultures	Traditional Tales	Picture Book	Recount



What do Writing lessons look like?

Experience
or stimulus

High quality
example

Specific teaching
of grammar and
punctuation

Guided
planning and
writing

Proof-
reading and
editing

Self and Peer
Evaluation

Regular
Proof-
reading

Independent
Writing

Writing
Checklist

Supported
Planning

Teacher
check

Editing
Stations

Teacher
Assessment

Final 'Polish'

Publishing
Opportunity



The importance of modelling

Modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop pupils' metacognitive skills.

Scaffolded tasks, like worked examples, allow pupils to develop their metacognitive and cognitive skills without placing too many demands on their mental resources.

Teachers should verbalise their metacognitive thinking (*'What do I know about problems like this? What ways of solving them have I used before?'*) as they approach and work through a task.



Proof Reading



for spelling, punctuation and accuracy.

Spelling
mistakes

Missing or
incorrect
Punctuation

Missing or
repeated
words

Tense or
pronoun
errors



Editing and Improving



is when you assess the effectiveness of your (or someone else's work) and make changes to improve the quality.

PAT




Cohesion

Precise and
ambitious
vocabulary

Style and
variety



Self-Evaluation Writing Checklist

P Purpose: I am writing to A Audience: I am writing for T Text Type: I am writing a		Complete these columns when you finish your first draft of your piece of independent writing.		Your teacher will complete this column before you visit the editing stations.
		Self Check  → <small>WWW EBI</small>	Partner Check  → <small>WWW EBI</small>	Teacher Check  → <small>WWW EBI</small>
Key skills and Success Criteria				
1				
2				
3				
4				
5				
6				
My writing target from my previous piece of writing is: ----- ----- -----		Use your self-evaluation and the advice from your partner to help you edit and improve your writing.		Use this column to find your strengths and your areas to edit and improve.

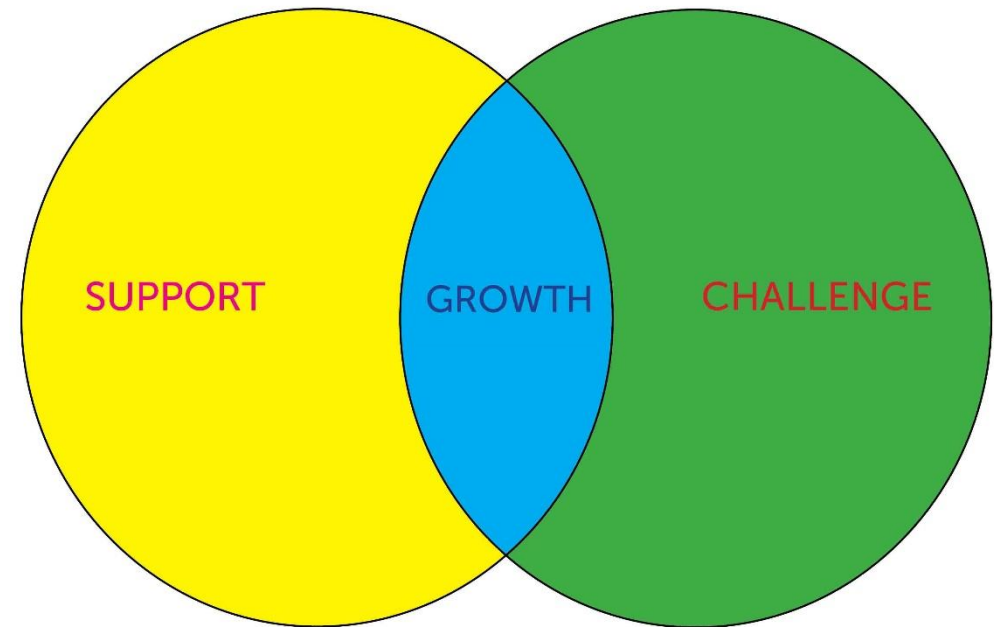
Challenge and Support

Support

- Live modelling
- Scaffolds
- Purpose of each paragraph
- Example text

Challenge

- Edit and improve – quality not quantity
- Plan the direction of their writing
- Move away from the live model
- Apply their writing skills in new contexts



Spelling



i before e

Except when your foreign neighbor Keith receives eight counterfeit beige sleighs from feisty caffeinated weightlifters.
Weird.

Yes, English can be weird. It can be understood through tough thorough thought, though.



Roots to Grow Wings to Fly

Getting it ~~write~~ ~~wright~~ right!

Why did we change our spelling programme?

- Children were not transferring their spelling skills or applying patterns and rules to written work.
- Children were not retaining new spelling knowledge over time.
- One 1hr Spelling Lesson a week, often taught by a different teacher.

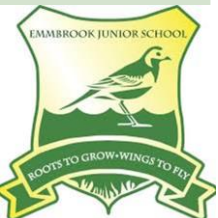
What did we want to achieve?

- Children taught together by class teacher.
- A focus on Spelling Patterns, Rules and Exceptions, word roots and origins.
- Emphasis on spelling strategies and on learning to learn!
- Investigative and exploratory approach.
- Link between spelling and writing
- Independence promoted through 'Have a go' and self corrections.

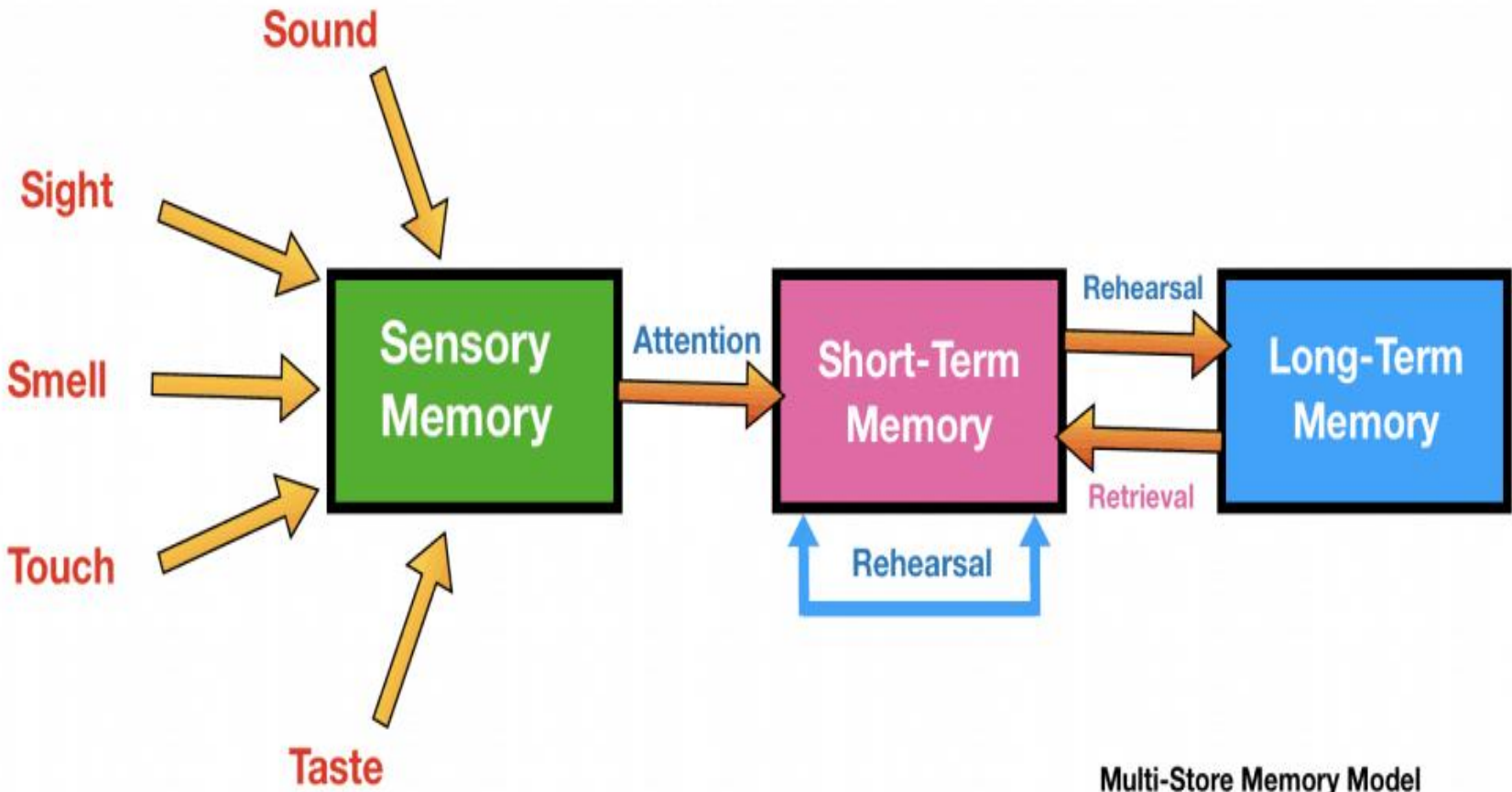
The 'No Nonsense' Approach

Why did we choose 'No Nonsense Spelling' instead?

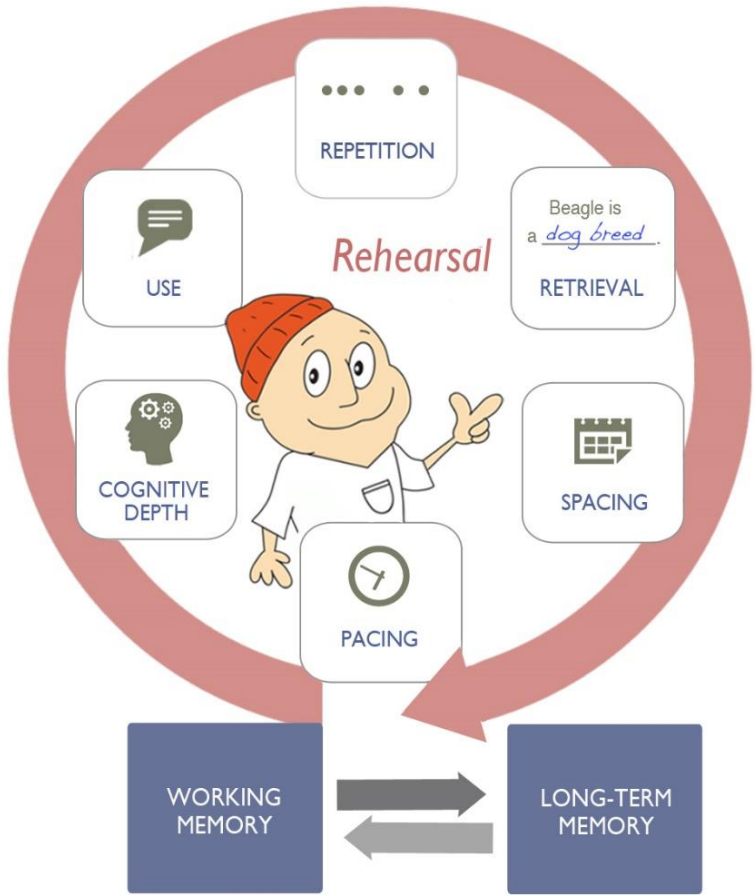
- Tried and tested spelling programme tightly linked to National Curriculum.
- A teaching guide full of ideas and strategies – allows flexibility.
- Builds upon high-quality phonics teaching.
- Deliberate and purposeful practice plus low stakes dictations leads to long term memory gains.
- Three spelling sessions a week.



Here comes the Science bit...



Multi-Store Memory Model
Atkinson & Shiffrin (1968)



Improving the chances of
long-term retention of vocabulary

'Have a go' sheet

<u>Attempt 1</u>	<u>Attempt 2</u>	<u>Attempt 3</u>	<u>What I think is correct</u>	<u>Teachers column</u>



How do we assess spellings?

- Ongoing assessment through application of spelling rules and patterns in writing.
- Informal quizzes and dictation within class.
- Start of every term – tested on statutory NC words to generate personalised spelling lists that are used for home learning and for in-class practice.
- End of every term – tested on twenty words within context of a sentence as part of our NFER English tests.



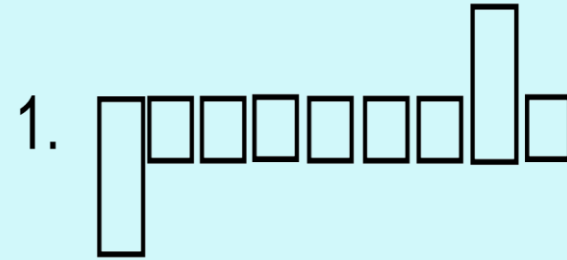
Spelling Strategies

c_mpl_t_

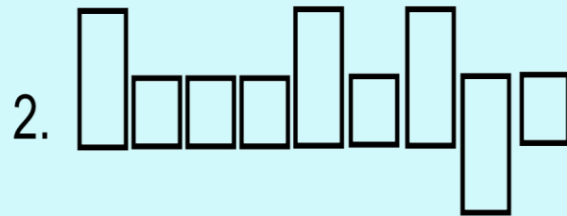
p_c_l_ _ r

l_br_ry

p_ss_ss_ _ n



answer!



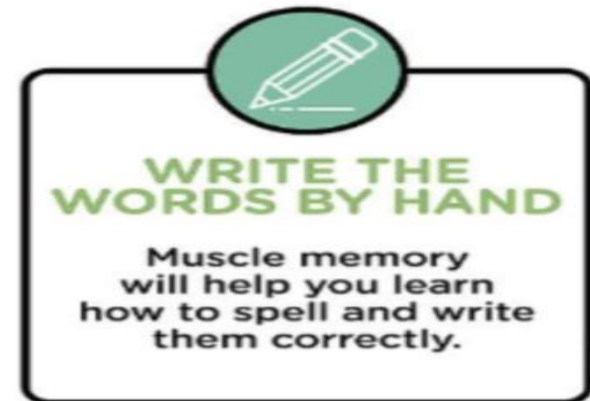
answer!

possession

Colour the tricky parts of the word

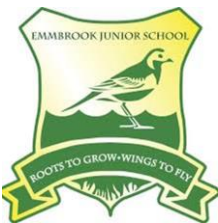


Look, cover, say, write, check



How can you support your child at home?

- Encourage your child to use a range of strategies to help them learn their spellings at home.
- Take away the pressure from the learning.
- Have a go!
- Choice of three.
- Practise using a dictionary at home / dictionary games.
- Give them opportunities to proof read any writing they do at home. (Reading backwards is a great trick as it isolates words from their context.)
- Squeebles App



Grammar and Punctuation



Let's eat grandma!



Let's eat, grandma!

**PUNCTUATION
SAVES LIVES!**



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National Curriculum Expectations

- The National Curriculum for English places an emphasis on vocabulary development, grammar, punctuation and spelling. (SPaG)
- In 2014, expectations were raised for each group with many aspects being taught at least a year earlier now than in the previous curriculum.
- Pupils are expected to recognise and use the grammatical terminology appropriate to their year group.



How would you punctuate this sentence?

a woman without her man is nothing

Two possible ways to punctuate the sentence giving two different meanings:



How would you punctuate this sentence?

a woman without her man is nothing

Two possible ways to punctuate the sentence giving two different meanings:

A woman, without her man, is nothing.

A woman: without her, man is nothing.



Year 3 and Year 4 pupils are taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.



Year 5 and Year 6 pupils are taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.



Learn to love playing with language

Change the emphasis:

She took all of my money.



Examples of test style questions

We formally assess the children through a test once a term.

The children are given test style questions as 'low stakes' early work in order to take away any fear and to get accustomed to the format.



Reading



READING SHOULD NOT BE
PRESENTED TO CHILDREN AS A
CHORE, OR A DUTY.
IT SHOULD BE OFFERED
AS A GIFT.

- KATE DICAMILLO

 BilingualKidspot.com

The more that you

READ

the more **THINGS**
you will know.

The more that you

LEARN,

the more **PLACES**
YOU'LL GO.

— Dr. Seuss

A PERSON WHO WON'T READ
HAS NO ADVANTAGE OVER
ONE WHO CAN'T READ.

- HARRY S TRUMAN

 BilingualKidspot.com

Roots to Grow Wings to Fly

How do we help your child develop their reading skills?

Book Talk

Cross-curricular reading opportunities

Shared reading

Story time

Reading aloud

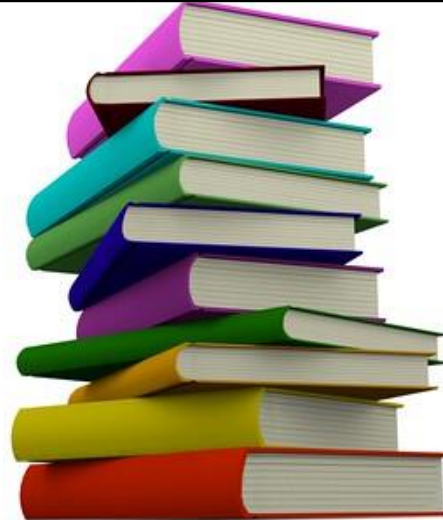
Comprehension

Using the library

Promoting a love of reading

Reading strategies

A range of high quality books



Whole School Book Map

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Key: Classic novel Contemporary novel Poetry/ playscript Non-fiction Stories from other cultures Traditional Tales Picture Book Recount Description						

Let children access books and vocabulary above their pay grade.

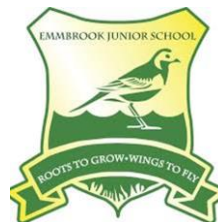
Pullman and Ted Hughes

Helen Keller and Morpurgo

Almond and Shakespeare

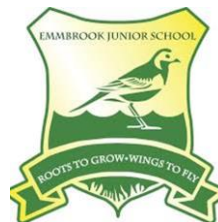
Scott and Palin

A place for poetry, non-fiction and picture books



What do Reading lessons look like?

- High quality book used each half term (linked to Writing Unit and Learning Journey)
- Three sessions a week
- Children read independently as well as developing **comprehension**, **inference** and **deduction** skills and **broadening vocabulary**.
- Weekly comprehension lesson where the children practise answering a range of different question types.
- Where needed, **decoding** skills will be taught.
- The teacher will use these ongoing assessments to reach a termly judgement against NC criteria and what the child's next steps are.



Book Talk

F	A	N	T	A	S	T	I	C
Feeling 	Asking 	Noticing 	Touching 	Action 	Smelling 	Tasting 	Imagining 	Checking
S	T	Y	L	I	S	T	I	C
Setting 	Text layout/Structure 	Yes/No Relationships 	Logical Meaning Making 	Interrogating Facts/opinions 	Solving Problems 	Themes 	Impact 	Characters
A	N	A	L	Y	T	I	C	S
Author Assessment 	Navigating Genres 	Accessing Phonics and Grammar 	Language 	Your Personal Opinions 	Trawling For Evidence 	Inferring and Deducing 	Considering Deeper Messages 	Stating Predictions

Reading Rainbow

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Ideas and thoughts



Understanding meaning



Skills and interpretation

Benefits

- Enables some quality discussions about what is being read.
- Learn to write responses in a structured and effective way underpinned by evidence in the text.
- Focus on acquiring new vocabulary.
- Develop ability to predict, explain and summarise.
- Experience of asking/answering different types of questions (literal/inference/deduction/opinion)



Pupil Testimonials – Lower School

Year 3

“I like reading and I like writing so Book Talk combines two of my favourite things.”

“Sometimes there’s **challenging questions** and they make you think about what you’re reading. I like that.”

“I like Book Talk because it’s making me more **collaborative**. I like talking about the book with other people.”

Year 4

“It's fun because you read the book and then have to **answer hard questions**.”

“I like reading the books and challenging myself to find answers to the questions.”

“I like the sentence stems that we use to answer the questions as they help me to explain my thinking.”



Pupil Testimonials – Upper School

Year 5

“It helps you **think about how you construct your sentences.**”

“It is good because it makes us think about books in a more **in-depth way.**”

“Working and talking in groups helps us to look at the books in greater detail and hear other people's ideas.”

Year 6

“Book Talk is very interesting because we're learning to **use new vocabulary each session.**”

“I like Book Talk because we're getting to read interesting books, **ones that I would never have picked.**”

“It helps us **focus our minds** when looking at the text and also helps us with our writing.”



Reading at Home

Do:

- Make it fun!
- Encourage and praise your child.
- Nudge your child to bring books home from school.
- Keep reading aloud to your child.
- Talk about the book you are reading together.
- Read regularly with your child.
- Ask a range of questions.
- Provide challenge and exposure.

Don't:

- Force your child to read.
- Cover any pictures.
- Dwell too much on mistakes your child may make – give words if necessary to allow a flowing reading.
- Make comparisons with the progress of other children.
- Continue if your child loses focus or interest.
- Focus too much on level or colour.



What the Experts say...

‘Children who read for pleasure are likely to do significantly better at school than their peers, making greater progress in mathematics, development of vocabulary and spelling.’

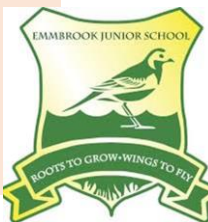
Sullivan & Brown, *Social inequalities in cognitive scores at age 16: The role of reading*, 2013

‘There is a difference in reading performance equivalent to just over a year's schooling between young people who never read for enjoyment and those who read for up to 30 minutes per day.’

Organisation for Economic Cooperation and Development , 2009

“The single biggest predictor of high academic achievement and high SATs scores is reading to children. Not flash cards, not workbooks, not fancy preschools, not blinking toys or computers, but Mum or Dad taking the time every day or night (or both!) to sit and read them wonderful books.”

A Magical Childhood.



What do we want to develop?

- Further promoting a love of reading in many different ways.
- Inspiring a culture of reading through the use of our library.
- Oracy – the art of communication.
- Writing for a real purpose e.g. newsletter, letters etc.
- Develop writing opportunities across the curriculum.





Handouts

Any questions?

Roots to Grow Wings to Fly