

**Key Stage 1 – Class English
(Reading into Writing)**

Class English for Key Stage 1 will take up 5 sessions

Session 1	Guided Reading
Session 2	Guided Reading
Session 3	Guided Reading
Session 4	Creative Writing
Session 5	Creative Writing

Session 1: Vocabulary

Part 1 Text time 10mins	High quality core text -Modelled reading aloud Jump in (RWI) Partner practise (RWI) Reading for accuracy and fluency – Focused by Class Teacher
Part 2 Reading Practice Time 10mins	– mixed pairs Modelling being an active reader Take a section of text/paragraph and model how to read for meaning Encourage children to independently apply this
Part 3 Vocab Time 25mins	Model and get children to imitate different ways of exploring and developing vocabulary

Vocab Time – To explore the vocabulary within the extract – talking about meaning, context, synonyms and what these could mean?

Unknown words can be displayed along with pictures and meanings for future reference

Teacher to plan **word level/vocabulary activities** based on the extract used.

Children could then be given or select a **word** to complete a **word study** on – word studies could include

- Word, meaning, synonyms, antonyms, related words, pictures, explanations, sentences

Examples of Vocab Activities and Word Studies.

First person pronoun 'I' makes this more personal and from the point of view of mountain.

I am the dreadful menace

'Dreadful' implies that it is something to be feared and 'menace' tells me that the mountain is a threat or wanting to cause harm.

The one whose will is done

The haunting chill upon your neck

'Haunting' is revealing because it implies that the chill is frightening.

I am the conundrum

This implies that the mountain is powerful. 'The'

10.9.18 WALT Explain new vocabulary.

It was a Friday morning in space. Bob, the man on the Moon, and his best-ever friend Barry were hard at work giving the dark side of the Moon a tip-top tidy up. And that's when they noticed it – a strange beany-seedy thing glowing near crater 1973.

Bob was puzzled. Despite being the world's most brainy Moon expert, he had never seen anything like it before. He knelt down to get a closer look. Suddenly, the beany-seedy thing sprang up and briskly bounced away. Bob and Barry looked at each other in astonishment.

Whatever could it be?

Word	Underlined and read sentence	Meaning
crater	✓	something that's on the moon that's a crater and it goes down.
expert	✓	someone who knows lots about it.
sprang	✓	sprung means jumping or leaping or bouncing.
briskly	✓	briskly means fast.
astonishment	✓	it means shock and surprise.

Synonyms for talk:

hop, jump, word, scip

Write a new sentence using the synonyms you thought of:

The beast was on the side.

Monday 26th January

WALT: explain the meaning of a key word in a sentence.

Definition: To know something quickly. I also know quickly.

Prefixes/suffixes: faster, quicker

Word study for: knowledge

Sentence: Mrs Fox is using knowledge. Using Mrs Fox's two more fluffy tails.

Monday 14th January 2019

WALT: explain the meaning of a key word

Definition: F.E. means help.

Synonyms: gets help, not all your parts.

Antonyms: all gone, empty.

Word study for: scrape

Prefixes/Suffixes: scrape

Illustration: Drawing of a dog and a horse.

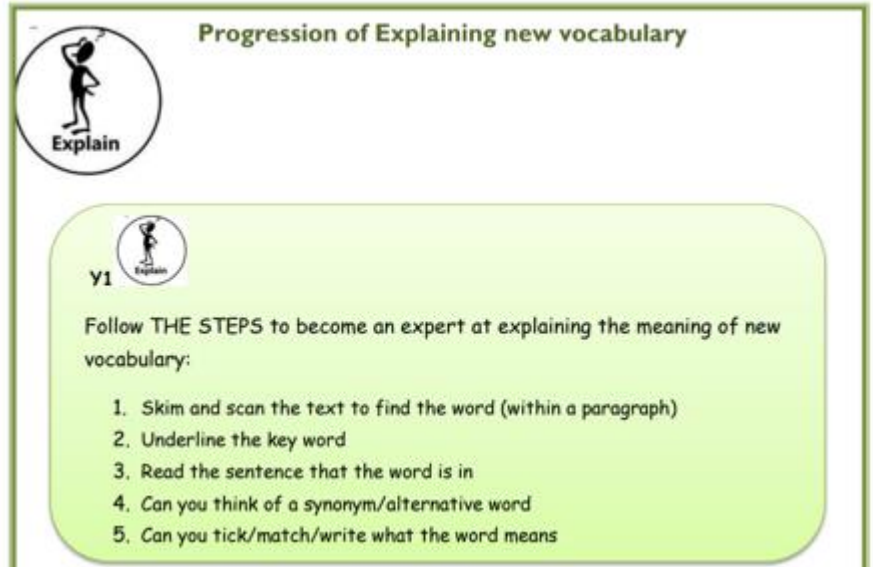
Sentence: I save the scraps of the apple for F.E. He is and happy because they love to eat.

Refer to bank of resources on shared for further example and ideas

Session 2/3: Skills

These should be based around the same DERIC Strategy e.g. Tuesday and Wednesday sessions would both be based on E (Explain) – this allows chance for pupils to address misconceptions and secure understanding on the second day.

Using DERIC prompt and steps to success teacher to use extract from the text to model how to follow these steps to answer a question



Progression of Explaining new vocabulary

Y1

Follow THE STEPS to become an expert at explaining the meaning of new vocabulary:

1. Skim and scan the text to find the word (within a paragraph)
2. Underline the key word
3. Read the sentence that the word is in
4. Can you think of a synonym/alternative word
5. Can you tick/match/write what the word means

Teachers should talk through the steps with children and simplify them eg

Read the question

Highlight the key words

Skim and scan

Select the answer


Insistence that they each follow all of the steps is key

Teacher should model how to do this and then allow children time to independently apply their skills to questions based on the texts they are using

Examples of Skills Sessions

Monday 24th September

WALT understand the meaning of words and understand how to decode them. ✓



The leafy green trees are tall and sway in the breeze.

There is a long path snaking through the thick undergrowth.

Fluffy rabbits and brown moles search for tasty nuts on the dark forest floor.

Highlight the key words.

Write down the key words you chose.

green dark tasty ✓
 fluffy thick sway ✓


Can you think of any synonyms for

tasty tall

delicious huge
 good gummy large big

Tuesday 23rd October 2018

WALT Retrieve information from a text. ✓




Where did the Beast walk?

Woods Fiveat River Forest

Woods Fiveat River Forest

Tuesday 15th January 2019

WALT Retrieve information about our new class text. ✓



There is a river outside my window.

From where I sit, I can see it stretching into the distance in both directions. Sometimes I imagine myself floating along the river... swept away in a silver boat towards the horizon.

Where will it take me?

It goes through the city, under bridges and past the speeding cars that zoom by... in an endless stream of busyness.

What can the little girl see stretching in front of her?

a river ✓

Where can she see the river?

outside my window ✓

What is described as zooming around?

cars ✓

Monday 24th September 2018

WALT Discuss what new words suggest and define their meaning.

Which phrase tells you that Jack's family are poor?

... we've got no more money. ✓

Which phrase suggests you that Jack's Mum was not impressed?

... this just isn't funny. ✓


Which phrase suggests that the Man was poor?

... I can't pay with cash. ✓

"You great big blinking lump of lard what does this suggest about how Jack's mum feels about Jack?"

Just happy with her little lad. ✓

A long time ago lived a young boy called Jack. He lost his job, (he was given the sack). His Mother said, "Jack, this just isn't funny. We've got nothing to eat and we've got no more money!" Said Jack, "Dear old Mother, just please tell me how we are to get more?" She said, "Go sell the cow!" So Jack took their cow (her name it was Bella) Off to the market so that he could sell her. Whilst on his way he met an old man who looked a bit shifty. "Ey up mate, I'm Stan! I've been looking to buy me a cow for my dairy. Though it must not have short hair and not be too hairy." Said Jack, "Here you go, I have just what you need." And he offered the cow attached to her lead. "I can't pay with cash as I'm pretty well skint. Though I do have a bean, a banana and mint. The mint is all sticky, the banana looks tragic. But the bean my dear boy is amazingly magic!" "I'll take it!" Cried Jack and off home he ran To tell the story of shifty old Stan. Old Mum was not pleased, in fact she was mad. Not at all happy with her little lad! "You great big blinking lump of lard, It was a simple job, not very hard!



Which word suggests that the man was suspicious looking?

looked a bit shifty
 shifty ✓


Define the meaning of 'Ey up'

Hello! [✓]
 Who are you? []
 My name is []

What does the word 'Tragic' suggest about the banana?

... not so nice ✓

Wednesday 24th October 2018
WALT: Recall information from the text. ✓✓




Who did he swim with?	A huge octopus
Who was he nearly caught by?	A giant turtle
What did he trap his foot in?	Pink Jellyfish
Who did he walk through?	A giant clam.

What adjectives have you spotted?

pink giant huge
massive

Tuesday 2nd January 2019
WALT: Retrieve information about our new class text. ✓✓



It slides into the hills and valleys and I can hear the murmuring of running water...that grows louder. And takes me tumbling down a waterfall taller than any building.

The river flows into the jungle and I can hear lots of animals - gibbons, bats and all kinds of birds.


What does the author describe as growing louder?
The water ✓

Find and copy the phrase that suggests the waterfall is big.
taller than any building ✓

What animals does the author hear in the jungle?
gibbons, bats ✓

Find 3 words that describe how the water moves.
slides, tumbling, flows ✓

Tuesday 5th March 2019
WALT: Infer information about our class text. ✓✓



A female polar bear emerges from her den below the snow. The sun must be a welcome relief after so long in the darkness.


Her den is on a high slope well away from hungry male bears but close enough to snow ice where she can find food for her extraordinary new family.

Where is the polar bear's den?
Below the snow ✓

Why are the polar bears glad to see the sun?
to reach the river to swim ✓

Why is the den high up?
They were darkness ✓

7519 WALT: Recall and interpret information from the core text. ✓✓



After a while, they floated up a river to where a jungled use to be. 'I've nothing to climb anymore,' said an Orang-utan. 'My trees are disappearing.'

The Panda and Polar Bear looked around and saw that she was right.

'Well, you could join us if you like,' said the Panda. 'Perhaps we will spot some trees along the way.' So she climbed in and off they went.

As they sailed on, they looked up at the sky and saw the beautiful shapes the clouds had made.

Why does the Orang-utan have nothing to climb?
His trees are disappearing ✓

How does the Orang-utan feel about the jungle?
upset and disappointed because they are not in a jungle ✓

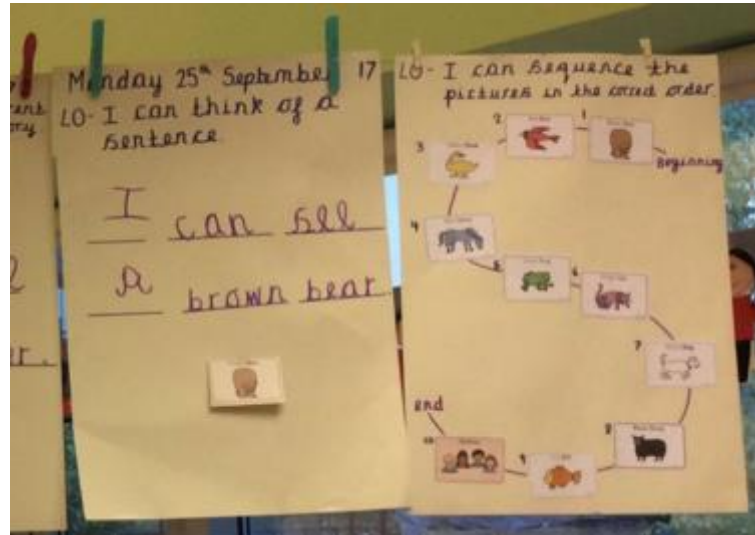
Why does the Panda and Polar Bear invite the Orang-utan to join them?
To make you happy ✓

Optional to add handwriting lines for those who need it

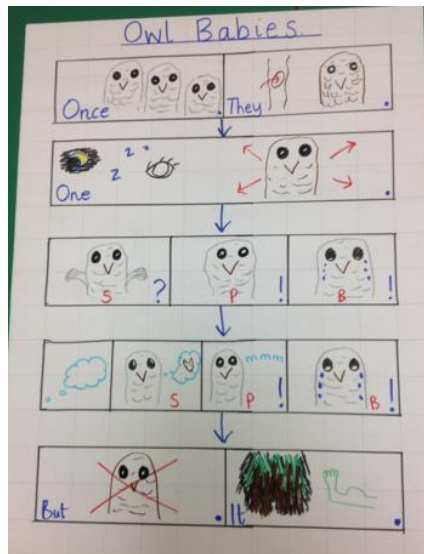
Part 2 – Planning

How much do children remember can they come up with a picture plan based on the story that you have learned to

Sequencing ideas –
Teacher modelled



Shared story mapping




Story Mapping



Part 3 Writing


Teacher to model writing to children using teacher talk to support – showing how to use the story map plans to re-write

	Pupil	Adult	
WALT: Write a character description using simple sentences.		✓✓	
I can use capital letters at the beginning of a sentence.		✓✓	
I can use full stops (.) at the end of sentences.		✓✓	

The Beast has a ~~small~~ big body. He has a yellow eyes and a round head. The Beast is covered in soft black fur.

- 1) This can be as long or as short as fits your classes need – in Year 1 to begin with a couple of sentence as okay – we can build on stamina for writing as we go through the year.

- 2) Keep challenge in your mind – come and consult with a member of SLT if you aren't sure

	Pupil	Adult	
Wednesday 2 nd October 2019			
WALT: I can imitate a retelling of 'The Lonely Beast' story.			
I can use capital letters at the beginning of a sentence and for a name.			
I can use full stops (.) at the end of sentences and finger spaces in-between words			
I can spell words correctly from the word bank.			

Once there was a Lonely Beast who went on a thrilling adventure. Where would he go? First he walked through a creepy forest. He felt scared ~~but~~ because he couldn't find his way. When he finally left the forest he stumbled upon a great glowing

Part 4 – Innovation

Can children use the structure and content of the story they learned to write a new story which is similar?

Can you change the main character and the main plot?

Key Stage 2 – 10 Day Writing Sequence

At Nightingale the English programme should be led by high quality texts for each Year group (Power of Reading Spine) each class should have a book per half term and read this throughout the day.

Teachers should identify point in the book where writing opportunities can be gained and use this to engage children by writing for a real purpose

At all times there may be word banks, word grids, prompts, templates, dictionaries, thesauruses to assist children in their learning however children must choose to access these independently.

The Writing cycle will then be as follows

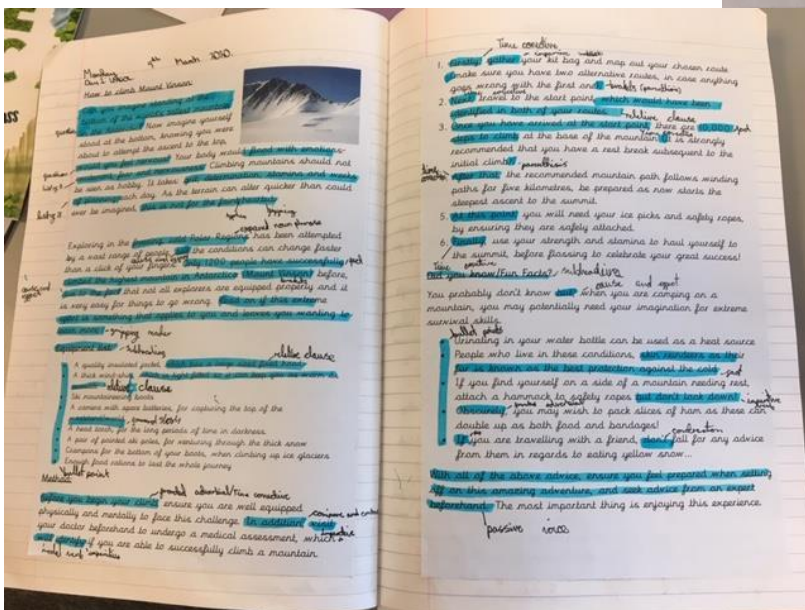
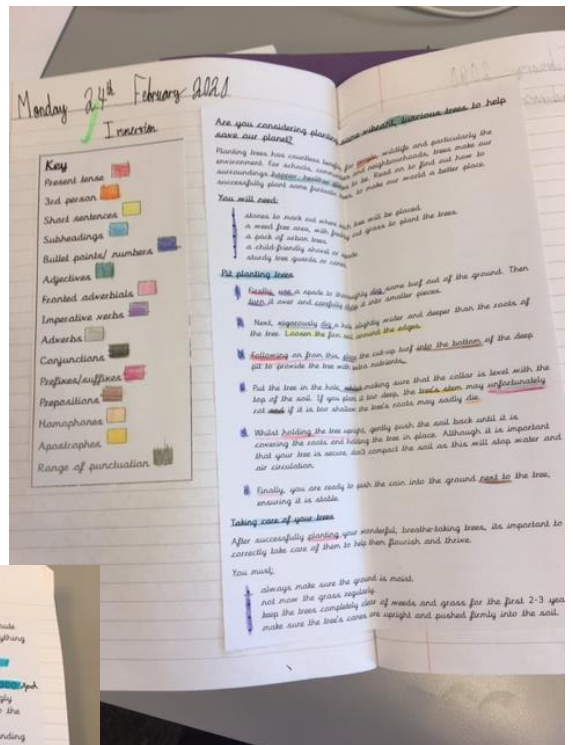
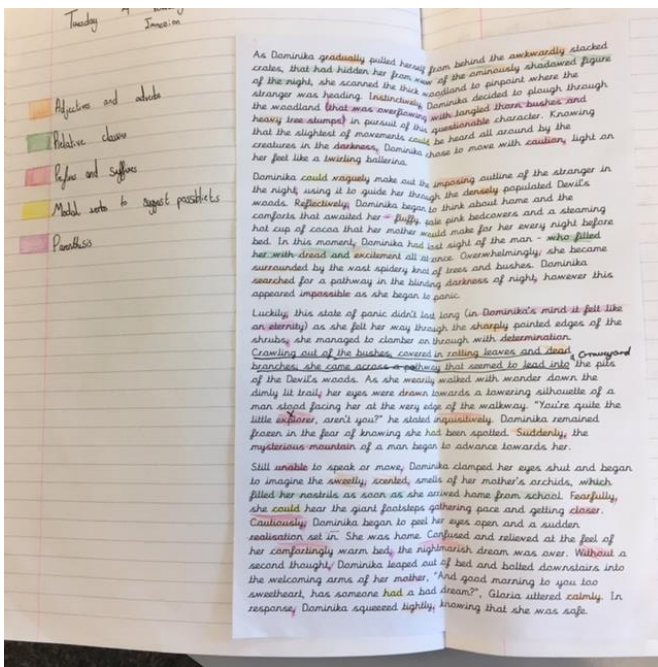
- 1) Immersion
- 2) Comprehension
- 3) SPAG
- 4) Planning
- 5) Application
- 6) Writing/Editing
- 7) Writing/Editing
- 8) Evaluation
- 9) Invention

In the past there have been issues around independence, stamina for writing as well as handwriting and spelling – these must all be seen as non-negotiable during English lesson and the curriculum beyond – During the writing cycle we largely focus on more text specific skills and grammar but these basic must always be pushed for all (See handwriting policy

Day 1: Immersion

- Use of hook/stimulus to engage children (video/extract of text/object)
- Teacher written WAGOLL
- Children engage with text type using WAGOLL
- Annotate features/language
- Read aloud as a class, pairs, groups
- Focus should be on engaged with the text and immersing pupils in text type
- More than one example could be used higher up school to see different variations of the same type.
- Not marked in books – checked for misconceptions

Can use colours to highlight features



Day 2: Comprehension

Further discussion and modelling of how of comprehension questions

- Focus on structure and language features
- Use of DERIC domains to build questions these should be shared with children (Decode, Explain, Retrieve, Interpret, Choice)
- Questions should be developed so there are a range of formats (tick boxes, tabulated, thought bubbles etc) not simply question and answer.
- Testbase to be used for questions stems and structures as well as bank of resources teachers created previously on shared
- Marked in books/Identify children who need support

Lesson Structure should follow#

- 1) Teacher modelling
- 2) Shared modelling
- 3) Children independent work
- 4) Class review

12 Look at the paragraph beginning: *Underneath the notice was a...* to the end of page 5.

What is happening inside the park straight after Joe and Ajay have read the sign?

25 Look at the whole text.

Complete the table below to show what the text says you can do to help bumblebees.

Help for all bumblebees	Help for a weak bumblebee
1. _____ _____	1. _____ _____
2. _____ _____	

29 She pulled on a pair of her father's old boots, **slung** his brown coat over her nightdress, and opened the door.

The word *slung* suggests that Piper put on the brown coat...

Tick **one**.

- carelessly.
- slowly.
- tidily.
- thoughtfully.

Look at page 7.

(a) Tick one box in each row to show whether each of the following flowers is **bee-friendly** or **not bee-friendly**.

	Bee-friendly	Not bee-friendly
lavender	<input type="checkbox"/>	<input type="checkbox"/>
pansy	<input type="checkbox"/>	<input type="checkbox"/>
herbs	<input type="checkbox"/>	<input type="checkbox"/>
wild rose	<input type="checkbox"/>	<input type="checkbox"/>

7 What is Joe's mother thinking after she reads the letter?

Tick **one** thought.

I'm happy that the boys have finished their breakfast.

I don't want the boys to realise how upset I am.

I'm worried the boys will be late for school.

I'll cook sweet-and-sour spaghetti for the boys later.

6 Look at the paragraph beginning: 'You boys best get to school...' to the end of page 4.

'But what about...?' Joe started to say.

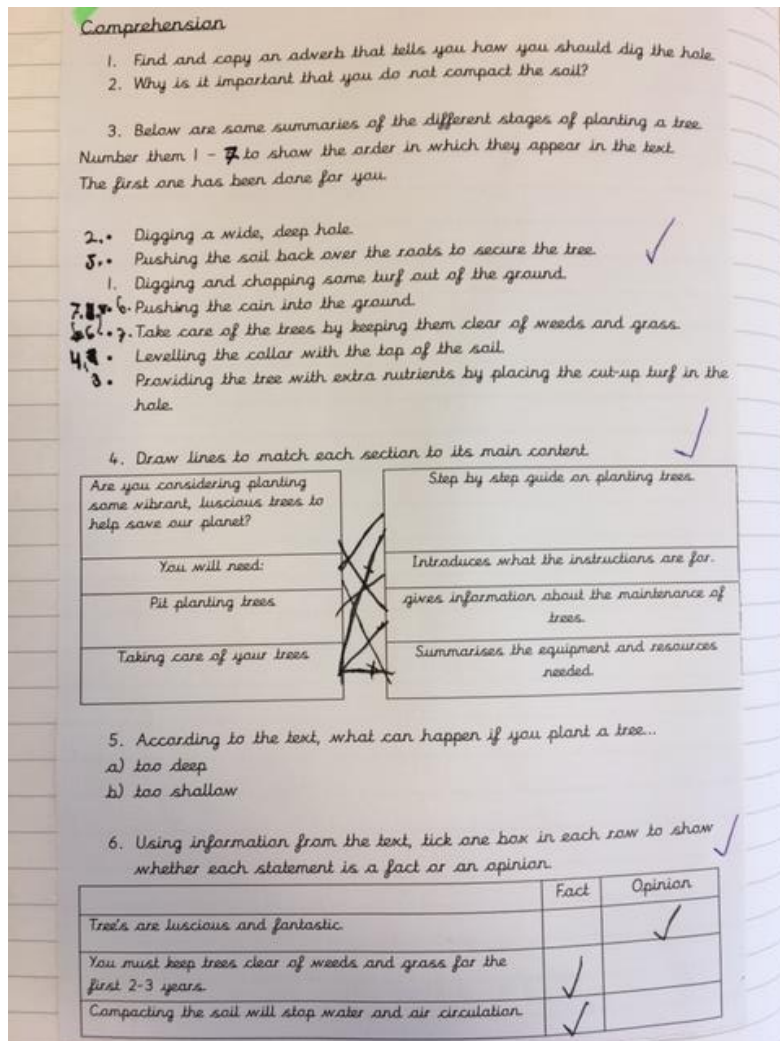
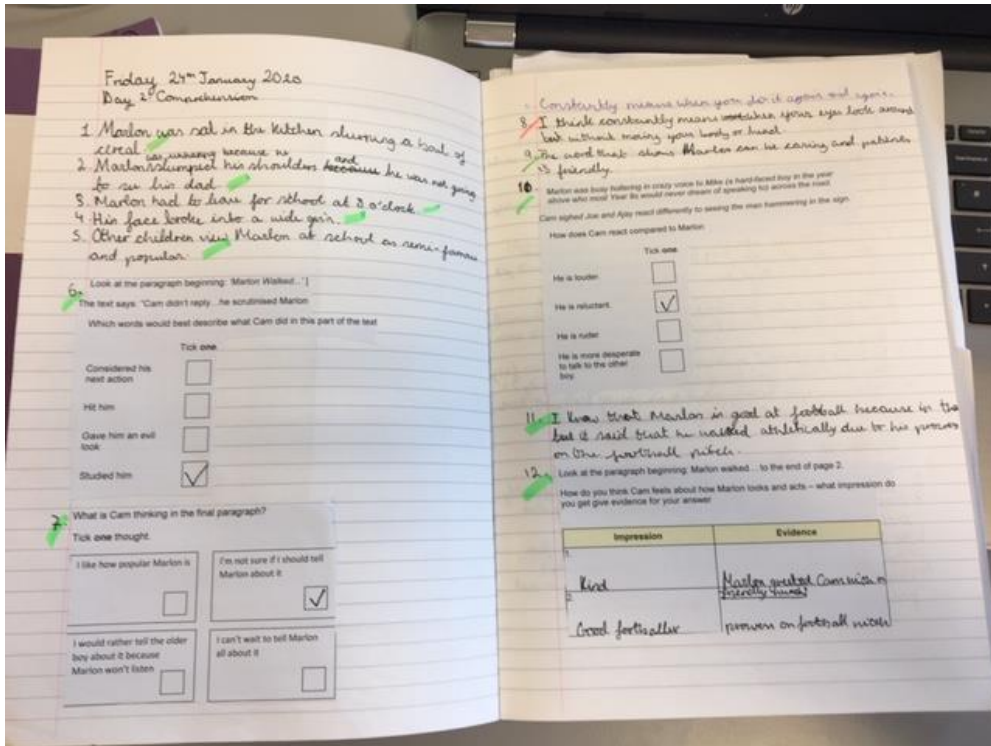
Which words would best complete Joe's question?

Tick **one**.

- your breakfast
- our games
- your job
- our homework

13 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

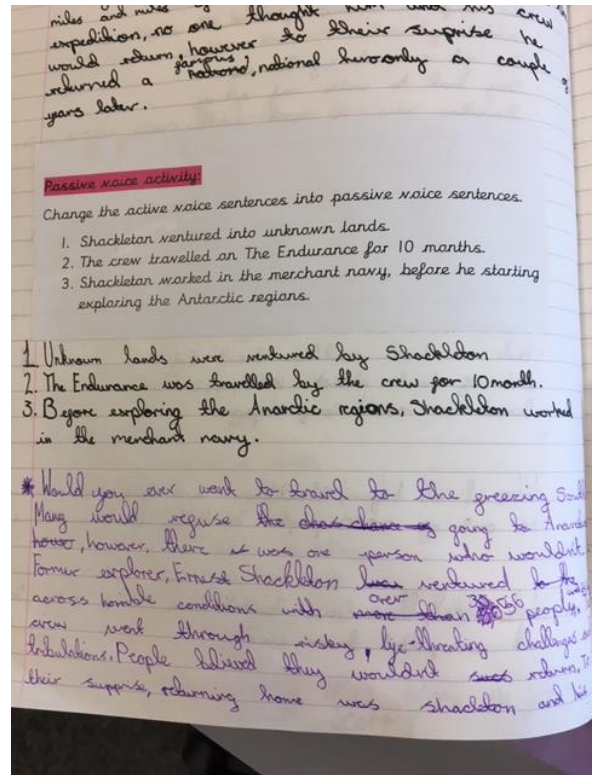
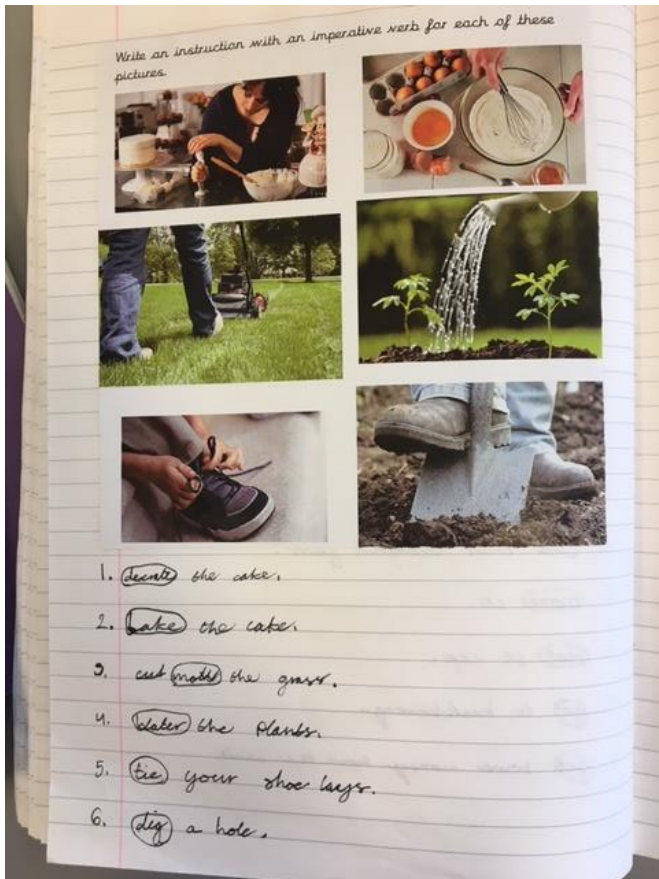
	True	False
The park has been looked after by a park warden.	<input type="checkbox"/>	<input type="checkbox"/>
The park is going to be replaced with a shopping centre.	<input type="checkbox"/>	<input type="checkbox"/>
Building work in the park will start at the end of July.	<input type="checkbox"/>	<input type="checkbox"/>
The warden had two weeks' notice of the park's closure.	<input type="checkbox"/>	<input type="checkbox"/>



Day 3: SPAG

Teaching of an Age-Related sentence level objective relevant to text type

- Teacher modelled and then children imitate before independently applying
- Teacher to identify during previous lesson children who need added support this to be provided during work time
- Choose SPAG skill either from basics for your Year Group – during beginning of year or if there is a class need then text type specific skills e.g. imperative verbs for instructions. Cause and effect connectives for a persuasive piece.
- These skills must then become the focus of further marking and we should see children's skills develop in using these skills through the ten day cycle.
- Marked in books/Class Review



Task 1-

Can you underline the word with the suffixes in each sentence?

1. Dominika made a questionable dart towards a towering tree.
2. The slightest of movements could be detected by the mysterious figure lurking in the background.
3. When Dominika arrived home, she was greeted with a steaming hot cup of cocoa.
4. The ominously positioned crates were almost falling to the ground.

Task 2- Can you create your own sentences using the suffix words you have found?

Task 3-

- Using the word bank of relative pronouns below, can you extend each sentence with a relative clause. Lets come up with some ideas first!

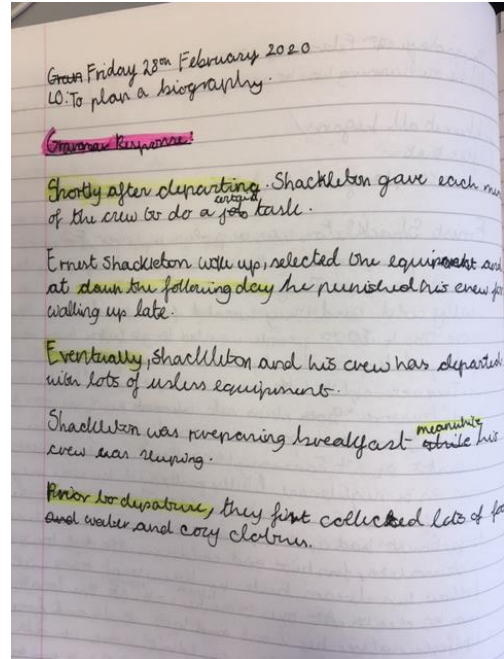
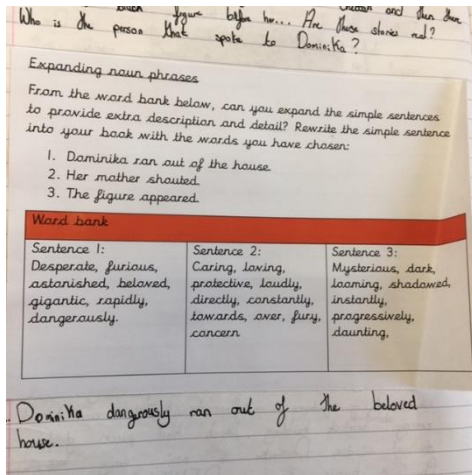
Relative clauses

Who
Which
When
That
Whose

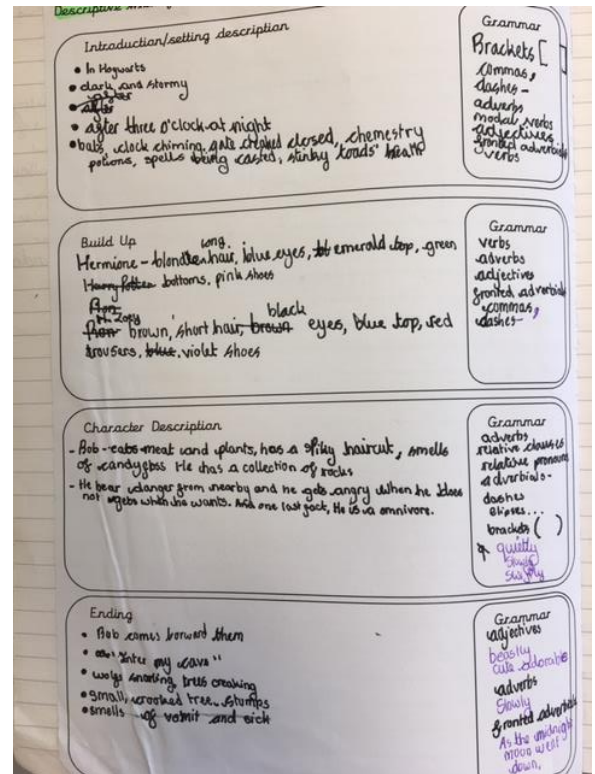
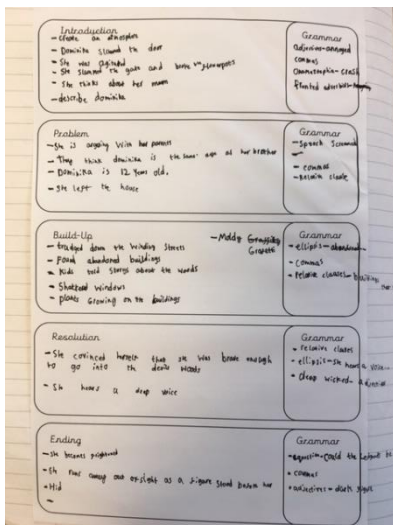
Day 4 Planning:

Teacher to lead using working wall, vocab from WAGOLL planning sheet

15mins – Response to SPAG lesson – could be informed by misconceptions on original feedback sheet

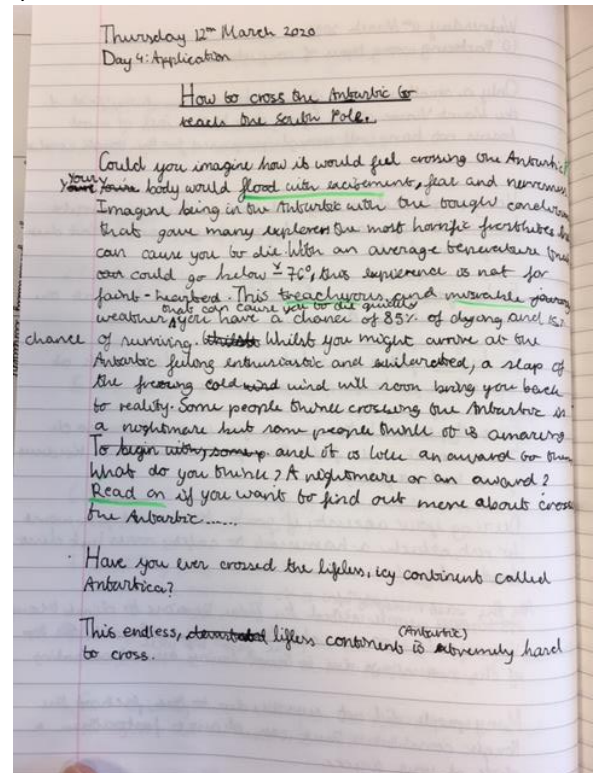
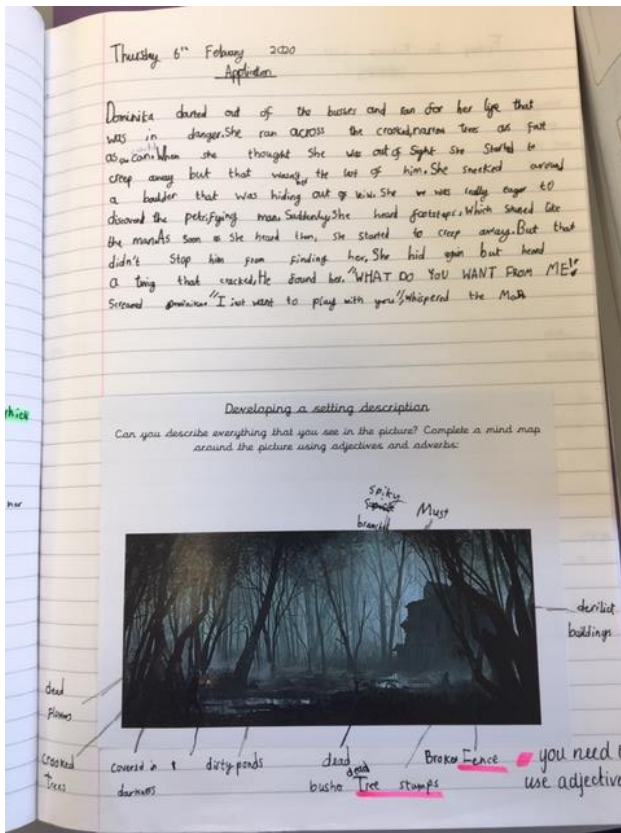
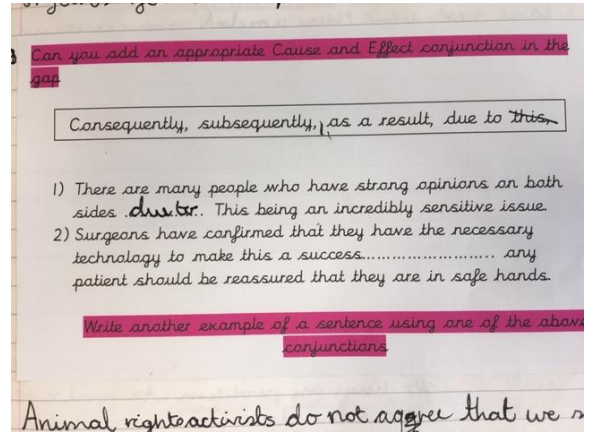


- 1) Use of stimulus/hook again to engage children
- 2) Teacher to model how to plan
- Use of talk for writing strategies – verbalising – mind mapping
- 3) Children to complete plan – using template on Google Drive
- Focus upon coherence and use of sentence level skills for that text type.
- **Reviewed by teacher but not marked in books**



Day 5: Application

- 1) First 15 mins - SPAG – Whole Class Activity to teach another age-related objective that will be used in text type – Teacher to model using this SPAG skill and other skills from Writer’s toolkit
- 2) Teacher modelling using SPAG skills in a piece of writing e.g. introduction for their text or an extract from a story
- 3) Application of this objective into a part of a piece of writing – children use teacher’s good example and apply their own skills (Limit amount to be written – focus on quality of piece and skills during application_
 - During lesson teacher to help identify common misconceptions/basics (spelling, handwriting, grammar)
 - Marked after lesson using a feedback sheet – not in books



Day 6: Writing/Editing

- 1) Teacher uses modelled plan and models writing for first 10-15 minutes of lesson – children then go away to independently write
- 2) Writers toolkit stuck in books before they write – discussed with class
- 3) Teacher could use focus group potentially identified in previous feedback sheet
- 4) Once editing practise is understood by the children this should be built into the lessons rather than having a standalone lesson in the writing process for editing.
- 5) Teacher to stop at increments using a visualiser to model how to edit as we go – encouraging children to do the same
- 6) Marked after Day 6 using Feedback sheet
- 7) Children to edit in purple pen



Teacher begins to modelled write/shared write for the first 5-10mins



Remind them of the hook to engage them



No learning objective Writer's toolkit to be stuck into books instead.



They should be given adequate, uninterrupted phases to complete the piece of writing.



They can use any resources that are made available to them: learning walls, copies of the WAGOLL, their own books, copies of the text, word books, word banks, dictionaries, thesauruses, etc.



Emphasise that they must not copy yours. They can magpie but not copy word for word.



Stop children after a specific amount of time to model how to edit focusing on a couple of text specific objectives as well as basics of grammar/punctuation. Encourage them to use purple pen to 'uplevel' as they go

Day 7: Writing/Editing

- 1) After Day 6 feedback sheet completed and common misconceptions/individual errors identified
- 2) First 15minutes sharing feedback with children and completing whole class activities/individual activities to focus on corrective teaching. Then model again if necessary and children to continue process

NB: It is vital during this part of the lesson that children are taught to see writing/editing as part of the same process – teacher talk is pivotal to share this.

Expanded adverbials	Adverbs	Expanded noun phrases	Words replacing 'said'	Conjunctions	Prepositions
one cold, windy day	Partially	cold dark	replied	for	across
The next day	angrily	lined wooden	explained	so	on
The next morning	gently	Malpais green	declared	yet	of
All of a sudden	Suddenly	small cosy	yelled	but	against
with a smile	graciously	roomy cave	screamed	and	throughout
In the morning	secretly	eight thought children	shouted	or	underneath
After a while	curiously	strongly	whispered	so as	below

Day 8: Evaluation

(Self-assessment/Target Setting/Publishing/Celebrating/Takeaways)

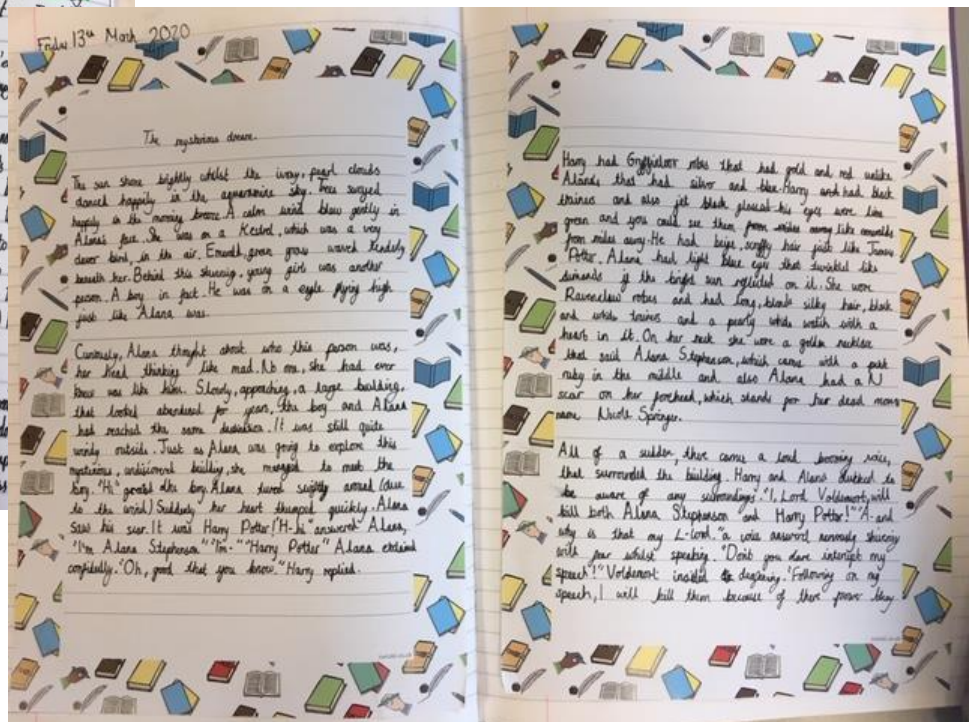
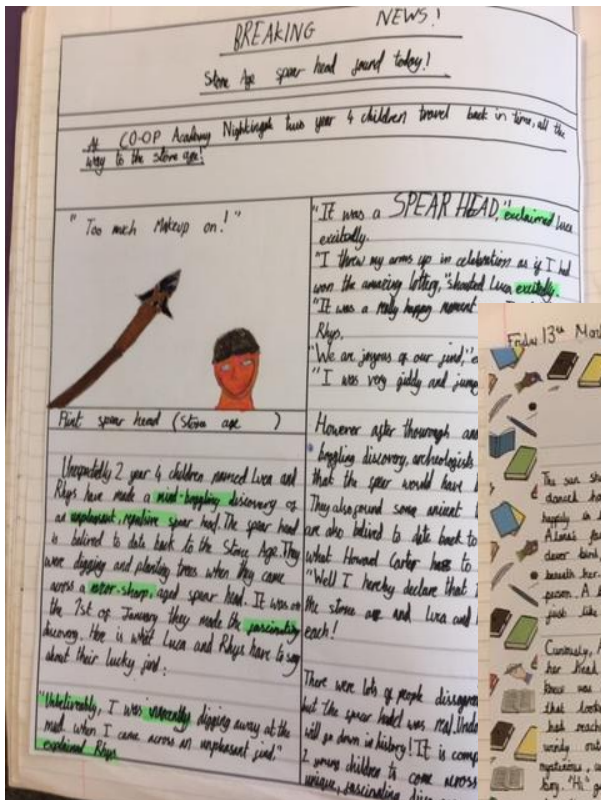
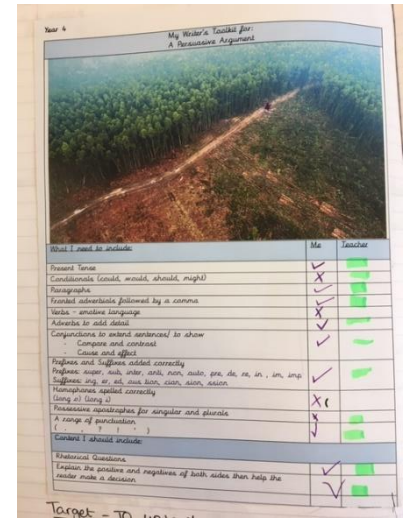
Not all of these aspects of the lesson need to be completed for every piece of writing. Target Setting and self-assessment should happen as standard but the other three are at teacher's discretion

Evaluation/Target Setting

- 1) Teacher to model using visualiser how to evaluate their work against their writer's toolkit.
- 2) Child to pick two targets their own (Using target sheet from front of book to inform) to add onto their individual target bookmark for the next piece of work.

Publishing

- 1) Teacher to model using visualiser how to use purple pen amendments to create a final published piece of work
- 2) Children to rewrite their own version from their editing.
- 3) Not all pieces needed to be published – aim for approx. ½ per term
- 4) These could be displayed in class or celebrated in assembly



Celebrating:

- Use of ideas like ‘author’s chair’ to get children to read their own work aloud and receive feedback from other children.
- Paired reading – swapping books and getting children to give reciprocal feedback
- Inviting a member of SLT or another class to listen to work.

Takeaways:

- New for 20-21
- Encouraging children as class to reflect on their pieces of work and think about which aspects and parts of the text type and content/skills will be useful to takeaway to use later

Vocabulary To add to working wall along with definitions to use later	Synonyms Any extra words learned through this text type that may be useful	Grammar Will fronted adverbials from a persuasive text be useful in a narrative? Why? Can we pick examples from our work?
Tone, Audience, Purpose Discuss what these mean and the comparison between and across text types – children to gain an additional understanding of what works		

Day 10 – Inventing

Using the same stimulus children to be asked to 'show-off' their skills of a different text type using the same context.

- 1) Teacher model 10 mins
- 2) Pupils invent 50 mins

Demand the same high standards during the invention piece as the focus piece for the cycle – when done properly this has been the medium for some of the best piece of work from children as it allows them independence.

Limit the guidance that you give to facilitate their imagination and independent thought.


These can be hooked in previous text types for example:

- Writing a diary from the perspective of a character in the story
- Writing a letter to persuade a character to do something
- Writing an alternative ending for the story
- Writing instructions for how do something from the story/report
- Explaining why a character is bad/good
- Writing a report to give information about the topic we were using for persuasion

Co-op Academy Nightingale – Writing Lesson Feedback Sheet

Class:	Writing Form:		Date:
Strengths	Whole Class Misconceptions	Sifting – Gaps in Learning	
Focus For Next Lesson - Planning			
Whole Class (see Grammar objectives for year group)	Activity 1	Activity 2	Activity 3

Example Writer's Toolkit

Narrative	<i>What I need to include:</i>	<i>Me</i>	<i>My friend or Teacher</i>
			

Whole Class Guided Reading

Whole class Guided Reading – should be as close to whole class as possible – There may need to be alternative provision for those children who are so NTE that they need language development first.

Anyone working at AB,AT,WT or the year group below should be a part of these sessions. Come and talk to me about anyone lower than this who you're unsure about.

- Means all children get access to the best example (you) every reading session!
- Mixed attainment seating (A mix of HA/MA and MA/LA if possible)
- Keep timings strict – the children will pick up pace as they get used to the format.

Every Lesson should follow the same format – children then know what to expect so that there is as little learning time lost as possible – sessions should last for 45minutes

Power of Reading Spine texts to be used

- You don't have to cover all of them – you might want to read some as a class and then only focus on several pages per chapter etc during guided Reading
- Book should change every half term

Each day should have a template to be stuck in books (See examples of those used previously by teachers – they should include:

- 1) The icon of the domain being learned
- 2) The extract of the text being used (These to be separate if text is too long)
- 3) The questions for independent response

Structure of Each Lesson

1) Sharing DERIC Domain

- What are you focusing on in this session – share this with the children and display the relevant icon.
- Use Guidance document to share the steps to success (Found on Google Drive)



In the picture the man is feeling anxious. What does the word anxious mean?



What time is it?



Do you think they are a rich or poor family and how can you tell?



Why do you think Shaun Tan chose to put the lady's hand on top of the man's?

2) **Speed Read (First day on a text – some brief explanation context given depending on text – what time/place it is set in – recognisable characters etc linked to explain)**

- Children with a partner in turns read aloud from the beginning of an extract as fast as they can for one minute
- Encourage them to check up on each other's pronunciation focusing on clarity of decoding at speed.

3) Fast 3, faster 4, furious 5

Teacher to set 5 retrieval questions on the extract of text children are working on (These could be simple written on tick box, tabulated questions – children independently complete as quickly as they can)

- Focus on no lost time = no full sentences, make your point and move on.

4) Teacher Read

Teacher reads the text – Expression and enthusiasm is key – Show your enjoyment

Teacher talk to be focused around the Reading Domain for that session.

Children must follow along on their texts.

Encourage children can stop you at the end of the paragraph to ask about a word etc.

Teacher stop at intervals use TTYP – Pacey Questioning.

During Teacher Read is a critical point to teach the steps for answering each type of domain question.

5) DERIC Focus

Teacher to recap over DERIC skill and the steps to follow. Repetition used if necessary until children are familiar with it and can recall the steps.

Children to Read independently (length determined by age and ability of class) and verbal questioning to be used for retrieval for questions around the DERIC skill used.

Teacher to stop after each interval (sentence/paragraph/page) to question based around the focus domain

All children in class whether they can access whole text or not to participate. These children to be supported by partners if possible

Regularly ask children to summarise what they have read or give meaning of words in context by using their own words – This will need to be modelled.

6) DERIC Response

Children to have questions set (these can be slightly differentiated if necessary based around domain. Less is more approach – focus on a maximum of 2/3 questions at a time before review. Later on in the term we will look to raise the volume of question answered.

7) Class Review

Teacher to lead whole class review discussing answers
Using mark schemes to show why each is correct or incorrect
Peer marking
Looking at good examples and bad examples and why.