



# English Handbook 2023-24

## 1/ Weekly Spellings –

- I've updated the spelling list **dates** for Autumn half term 1. R:\English\2023-24 English\2023-2024 Spellings\Weekly spelling lists\Year 5
- Please hand out the spelling lists on the first Monday (September 11) and start testing the following Monday.
- Please follow the dates on the sheet.
- We will continue using the spelling tracker as before. These have been updated to the new year groups: R:\English\2023-24 English\2023-2024 Spellings
- There is also an additional tab that has been added to each spelling tracker to monitor spelling pattern errors (common errors). When you are filling the results in, please use this to make a quick note.
- From Autumn 2, please add the new dates yourself.
- Half Termly Spellings will continue as before – I'll send a reminder each half term to staff and parents.

Read/Write/Inc Spelling books – please continue to complete a section every day, 1:20-1:30.

Oxford Owl supports this: <https://www.oxfordowl.co.uk/login>

Username – [amy.nesbit@stmaryshampton.school.org.uk](mailto:amy.nesbit@stmaryshampton.school.org.uk) Password – Oldfield13

Please try to align this with the weekly spelling tests if possible.

## 2/ Reading Lessons –

Year 6 will continue with SATs revision targeted to the reading assessments.

Years 3,4 and 5.

- Dedicated reading lessons every day – 15/20 minutes from 1pm.

The structure of the week will be:

Monday	Choose vocabulary from the text, maximum 3 words, can be differentiated. Using dictionaries, children complete the following into their books: <ul style="list-style-type: none"><li>• Word</li><li>• Word class</li><li>• Definition</li><li>• Synonym</li><li>• Antonym</li><li>• Sentence</li><li>• Syllables</li><li>• Initial sound</li></ul>
Tuesday	Fluency – practice reading text. 1 – Teacher reads to the class. 2 – Read and echo sections. 3 – Teacher and class read together. 4 – Individuals read to the class.



Wednesday	Domain based questions (see below)
Thursday	Domain based questions (see below)
Friday	CGP Reading Comprehension (30 mins)

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

For the Domain based lessons, we will need questions on the text based on one of the following strands:

Reading Domains – KS2							
Decode	Retrieve	Summarise	Infer	Predict	Meaning	Language	Compare
2a give / explain the meaning of words in context	2b retrieve and record information / identify key details from fiction and non-fiction	2c summarise main ideas from more than one paragraph	2d make inferences from the text / explain and justify inferences with evidence from the text	2e predict what might happen from details stated and implied	2f identify / explain how information / narrative content is related and contributes to meaning as a whole	2g identify / explain how meaning is enhanced through choice of words and phrases	2h make comparisons within the text

- For Autumn 1, please use the extracts we saved last term: R:\2023-2024\Reading texts and extracts for Aut 23
- We will discuss together how this went at the end of this half term.
- We can decide whether to continue with the POR texts or use separate text excerpts on the half termly topic from Autumn 2. If we use separate texts, POR website has suggestions on this.
- Please record any written work for this (Monday, Wednesday and Thursday) in the front of the English book. Simply continue on from the English work that morning but add Vocab or the Domain you are working on as the title (eg Decode, Retrieve etc)

Year 2

As year 2 lies between Little Wandle and guided reading, they will gradually build toward structured reading lessons. The bottom 20% read with volunteers who are:

Andrea Harris - 1st read

Karen Allum - 2nd read

Gaye Wallis - 3rd read



There is also a parent who comes in on a Friday (Jasmine Wong) who hears them again. After this, they take the book home to read. They then bring it back on Monday and start all over again with a new book. All the read throughs are 1:1 because they are at different levels.

Everyone else reads in groups once per week with the teacher – through the half term, they cover the different reading domains (see timetable in English monitoring file)

#### Year R and Year 1 – Little Wandle Phonics

At St Mary's we are following a phonics programme called Little Wandle Letters and Sounds. This is a comprehensive scheme, validated by the Department for Education, which is rooted in research about how children learn to read by building words from their letter-sound components at an early age. The programme is currently the fastest growing Department for Education validated phonics scheme and is used in over 5000 schools in the country.

In November 2023, the school was audited by the English Hub and awarded £6000 of funding which we have partly used to buy phonically decodable books which match the Little Wandle programme exactly. Each week, every child is allocated a book which is 90% decodable using the sounds they have learned so far: children will then read their book with an adult at school over 3 sessions covering de-coding, prosody and comprehension, before bringing the book home to read. They should be able to read it confidently and with expression by that point and will be able to sound out any words of which they are unsure.

We have been told that children should not be reading books that are not fully decodable at the child's phase of learning. They also must not read books using the 'whole language' approach or the outdated 'searchlight' approach. The research is clear: when children are learning to read, it is imperative that they practise independent reading with fully decodable books that are matched to their secure phonic knowledge. This means that the phonic progression of the decodable books must match the phonics progression of Little Wandle Letters and Sounds Revised and introduce new GPCs (grapheme-phoneme correspondence) in the same order as they are taught. The tricky words must also follow the teaching progression, with each tricky word being taught before the children read a book containing it. This avoids cognitive overload and gives the child more confidence and security in their reading.

In addition to this, children should also bring home one other book from the library, a 'reading for pleasure book' to be read with or by an adult to them. The reading for pleasure book is so that children experience a wide range of other quality children's books that are either read to or with them alongside an adult. These books play an essential role in developing a love of reading. They can be shared or discussed, and provide a stimulus for other activities, including role play, music, art, dance, writing and storytelling. The important distinction is that these books are being shared with the children, but they are using fully phonically decodable books to practise their independent reading.

Reading Assessment –



- Please continue to do the CGP tests on Fridays – go through the answers with the children and mark together. Keep the tests in folders as evidence.
- We'll continue to do the NFER tests for year 2-5 assessment at the end of each term (not half term).
- Please continue to add your results to the NFER tracker: R:\English\2023-24 English\2023-24 NFER
- The trackers have been updated to the new year group.
- Year 6 will use prior SATs Reading papers.
- Please continue to allocate reading book days and mark off reading records/change books.
- Bench marking and book levels?

#### 4/ Handwriting

Please use the PenPals app on the desktop to model this. Please can:

- KS1 practise handwriting daily, as they will be learning the letter joins fresh.
- LKS2 continue to practise daily independently.
- UKS2 practise twice a week but only those children who need to. They should be using sloped joins.
- Please continue to model the joins in English shared writing examples and add these to the working walls.

Time in the morning around assembly might be useful for this.

#### 5/ Grammar

For year 4, 5 and 6 please fit in a quick grammar practise when you are not doing handwriting.

- Slides for grammar practise are found here: R:\English\2023-24 English\2023-24 Grammar
- They need a little adjustment (date, title etc) but the content is sound.
- The slides are repetitive but re-inforce the language of grammar.
- Please add this to the back of the English books – children can mark each other's work.

#### 6/ Writing

- Please use the Expanded Success Criteria (ESC) alongside the children to build up to a piece of Big Writing. Template is here: R:\English\2023-24 English
- Work backwards – think of the elements needed to produce the final produce and add them in piece by piece.
- The ESC will need to include reference to the audience (*who is this piece of writing for? What tone and register must be used?*) and purpose (*Why are we writing this piece? How will the structure language and grammar aid this piece of writing?*)
- The teaching sequence should last about 6 or 7 sessions:




<b>Lesson 1</b>	Deconstruct model of a specific text type ( <i>Story, leaflet, instructions recount etc</i> ) Annotate the WAGOLL and pick out key features, language and grammar points
<b>Lesson 2</b>	Grammar application – this could be a standalone lesson on whatever grammar feature is needed for the Big Writing.

<b>Lesson 3</b>	Bring the original text to life with drama – hot seating characters, discussion of text. Talk through ideas for the big write.
<b>Lesson 4</b>	Plan the Extended Writing <i>Including shared writing and magpie ideas.</i>
<b>Lesson 5</b>	Write it <i>Shared writing for introduction.</i>
<b>Lesson 6</b>	Second writing session if needed.
<b>Lesson 7</b>	Edit and re-draft

- Please ask children to add 3 dots under words they are unsure how to spell: these can be corrected in the edit.
- Miss a line for Big Writing and edit using the space.
- Ask them to use their weekly spellings, incorporating them into the writing if possible.
- Ask them to include corrected spellings too.
- Ask them to check against the ESC that all elements are included.
- Ask them to read aloud to each other to ensure it makes sense.

## 7/Working Walls

The expectations continue to be:

<p style="text-align: center;">General expectations</p>	<ul style="list-style-type: none"> <li>• Must reflect the <b>current learning</b> in the subject</li> <li>• Shows <b>progression in learning skills and applying skills</b></li> <li>• Use flipchart paper to model expectations, thinking and handwriting</li> <li>• Designated area where all learning related to that subject is displayed</li> </ul>
<p>English working wall</p> 	<ul style="list-style-type: none"> <li>• <b>Vocabulary</b> which is relevant to the learning that is taking place. See below for some examples. <ul style="list-style-type: none"> <li>▪ <i>Adjectives to describes characters or settings</i></li> <li>▪ <i>Verbs to describe the action taking place</i></li> <li>▪ <i>Imperative verbs to sequence instructions</i></li> </ul> </li> <li>• <b>Teacher modelled writing</b> (WAGOLLS with labels of key features children should include)</li> <li>• <b>Penpals handwriting script</b> must be displayed to show what neat, joined cursive looks like too.  </li> <li>• <b>Expanded Success criteria</b>– Children need to understand what (purpose) and who (audience) their writing is for. You should include the success criteria generated by the children (what do I need to include in my writing to make it effective?) and targets.</li> <li>• <b>Useful resources and scaffolding</b>. See below for some examples. <ul style="list-style-type: none"> <li>▪ <i>Sentence starters</i></li> <li>▪ <i>Word banks</i></li> <li>▪ <i>Examples of how to use conjunctions</i></li> <li>▪ <i>Examples of how to use speech</i></li> </ul> </li> <li>• <b>RWI Spelling rules</b> which reflect the current spellings being taught in that moment (Possible applications of using those words in sentences).  </li> </ul>



- For the spelling rule of the week, the Oxford Owl site lists this. It can be copied and pasted along with lists and examples.
- Please continue using flipchart paper to show modelled writing.

8/ Phonics

Please continue with Little Wandle.

Dear Parents,

Reading aloud to an adult every day is essential in helping children to develop and embed reading skills such as fluency, expression and comprehension. Please read at home with your child every day then sign and date their reading record.

Teachers will be monitoring reading records on a regular basis to check for evidence of reading at home and feeding back to parents using the key below:



- 5+ comments. Great job! Lots of reading at home.



- 1-4 comments. Some evidence of reading at home.



- 0 comments. No evidence of reading at home. We will not be able to change your child's books this week.

Thank you for your support with this.