

# Forest Academy

## Teaching English Protocol



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## 1 Aims

1.1 The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking, reading and writing across a range of different situations.

1.2 The aims of teaching English are:

- to enable children to speak clearly and audibly, and to take account of their listeners;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication, both verbal and non-verbal, through a variety of drama and role-play activities
- to help them become confident, independent readers ,through an appropriate focus on word-, sentence- and text-level knowledge;
- to develop enthusiastic, critical and reflective readers, through contact with challenging and substantial texts;
- to foster the enjoyment of writing, and a recognition of its value;
- to encourage accurate and meaningful writing, be it narrative or non-fiction;
- to improve the planning, drafting and editing of their written work.

## 2 Teaching and learning styles

2.1 At Forest Academy, our principal aim is to develop children's knowledge, skills, and understanding. We do this through daily lessons of reading and writing. Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses and word banks. Phonics, spelling, grammar and handwriting (through the LetterJoin programme – see Handwriting policy) are taught as part of a separate programme to ensure that all children are able to write and read fluently. Children use ICT in English lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are used and sometimes combined to convey meaning. Children are encouraged to use and apply their learning in other areas of the curriculum.

2.2 In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies; the work is differentiated for the needs of individuals and groups of children, adult support is given where needed and sometimes opportunities to develop skills are catered for outside of the classroom.

## 3 English curriculum planning

3.1 English is a core subject in the National Curriculum. We use the New National Curriculum guidance in addition to our Long Term Planning as the basis for implementing the statutory requirements of the programme of study for English. (For further information on this see [Appendix 1 and 2](#))

3.2 We carry out curriculum planning in English in three phases (long-term, medium-term and short-term).

3.3 Planning is monitored on a regular basis by both the Senior Leadership Team and the English subject leaders

3.4 Class teachers complete a weekly plan which is related to the half termly topic where possible and includes key composition, reading and grammar objectives.

#### **4 The Foundation Stage**

4.1 In the Foundation Stage, children are given the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations. In nursery and reception children take home books to share and read. Phonics is taught daily using Story Time Phonics. Handwriting letter formation follows Letterjoin.

#### **5 Contribution of English to teaching in other curriculum areas**

5.1 The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

##### **5.2 Mathematics**

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

##### **5.3 Personal, social and health education (PSHE) and citizenship**

English contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Older children also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

##### **5.4 Spiritual, moral, social and cultural development**

The teaching of English develops skills through which children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts and other media brings them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of lessons allows children to work together, and gives them the chance to discuss their ideas and results.

#### **6 English and ICT**

6.1 The use of information and communication technology, with clear learning objectives, will promote, enhance and support the teaching of English at word, sentence and text level.

6.2 ICT is used at whole-class, group and independent level. The screen projection of text enables it to be read and shared. The projection of a word processor permits the writing process to be modelled effectively. A wide variety of text types are available through the Internet to encourage the framing of explicit questions. Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes (via multimedia presentation or the school website). Using digital cameras, software such as publishing packages and other equipment pupils can make their own newspapers, magazines and films.

## **7 English and inclusion**

7.1 At our school, we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

7.2 Children's achievements are tracked half termly against ARE, by the class teacher, English co-ordinators and the Heads of School. The SMT monitor books on a regular basis. Children who are not on track to reach their target are given additional support i.e. extra group work. At Forest Academy, group work consists of reading and writing of key words, comprehension skills, SAT's preparation and planning and writing a story.

7.3 Intervention for children with additional educational needs will lead to the creation of an Individual Support Plan (ISP) for children with special educational needs. The ISP may include, as appropriate, specific targets relating to English.

7.4 We enable all pupils to have access to the full range of activities involved in learning English. This includes activities for performing in class assemblies, key stage or whole school productions.

## **8 Assessment for learning**

8.1 Teachers assess children's work in English. Children's work is marked against the learning objective. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work. Younger children are given oral feedback where possible.

8.2 Teachers assess reading during English Skills sessions. Children are given immediate feedback on how to improve.

8.3 Children are given targets in reading and writing. Children's SPAG and reading are assessed half termly using Rising Stars Tests. Writing is assessed against key objectives for that year group.

8.4 Children additionally have ongoing 'child speak' targets to encourage independent and specific learning areas. These are reviewed on a daily basis moving to new targets when achieved.

8.5 Children undertake the national tests at the end of Year 2 and Year 6. We are using other 'optional'

tests throughout the school.

8.6 Teachers meet regularly to review and moderate individual examples of work against the national exemplification material.

8.7 The English subject leaders take active roles in disseminating best practice and making recommendations for staff development. This is carried out through short observations and learning walks; feedback for development is given. Team Meetings regularly focus on improving the quality of T&L.

8.8 The SMT monitor books on a regular basis. Feedback is given to each class teacher.

## **9 Resources**

9.1 There is a range of resources to support the teaching of English across both schools. All classrooms have dictionaries and a variety of age-appropriate resources. All classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet through their classroom computer. Access to the Internet is also available in the computer suite or laptops. The library contains a range of books to support children's individual research and has a wide selection of guided reading sets.

## **10 Monitoring and review**

10.1 Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of the Heads of School, SMT and Subject Leaders. The work of the Subject Leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for English in the schools. The leader has specially-allocated regular management time in which to review samples of the children's work and to undertake lesson observations of English teaching across the school. The English Governor meets with the subject leader in order to review progress.

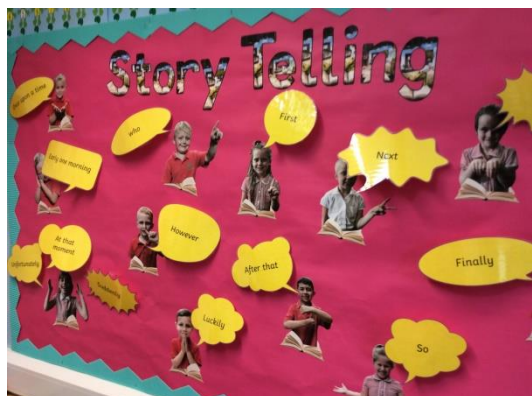
## Appendix 1:

# Teaching Writing in EYFS and Key Stage One

The primary approach for teaching writing in EYFS and Key Stage One is *Talk for writing*.

Talk for Writing is powerful because it enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version. It builds on 3 key stages:

### *The imitation stage*



Once the teacher has established a creative context and an engaging start, a typical Talk-for-Writing unit would begin with some engaging activities to introduce the text. This helps children to internalise the pattern of the language required. This is often followed by talking through an exemplar text, supported visually by a text map and physical movements to help the children recall the story or non-fiction piece. In this way the children hear the text, say it for themselves and enjoy it before seeing it written down.

Once they have internalised the language of the text, they are in a position to read the text and start to think about the key ingredients that help to make it work. Children begin to understand the structure of the text using the boxing-up technique and this helps them to analyse the features that have helped to make the text work. In this way the class starts to co-construct a toolkit for this type of text so that they can talk about the ingredients themselves – a key stage in internalising the toolkit in their heads.



### *The innovation stage*

Once the children have internalised the text, they are then ready to start innovating on the pattern of the text. Children begin to alter their text maps and orally rehearse what they want to say, creating their own version.



The key activity in this stage is shared writing, helping the children to write their own by “doing one together” first. Children are shown



how to plan a text and then how to turn the plan into writing. This allows the children to see how the teacher can innovate on the exemplar text and select words and phrases that really work. Teachers also regularly demonstrate the importance of reading their work aloud to see if it works. This process enables the children to write their own versions through developing their ability to generate good words and phrases and also, hopefully, develops their ability to judge why one word or phrase is best.

Once they have finished their own paragraph/s, children are encouraged to swap their work with a response partner and discuss what has been successful and how they could improve their writing. Time is then given to enable the children to give their own work a polish in the light of these discussions and they begin the dialogue about what works by writing their own comment on their work for the teacher to comment on – purple pen time.

## The invention/independent application stage



This stage begins with some activities focused on helping the children understand aspects that they were having difficulty with and should include time for the children to have a go at altering their work in the light of what they have just learnt so that they start to make progress. This stage will continue to focus on the next steps needed to support progress so the children can become independent speakers and writers of this type of text.

Typically, teachers work with the children to set 'tickable targets' which focus on aspects that they need to attend to. Again this stage usually ends with response partner and whole class discussion about what features really worked, followed by an opportunity to polish their work. This process also helps the children internalise the toolkit for such writing so that it becomes a practical flexible toolkit in the head rather than a list to be looked at and blindly followed. At the end of the unit, the children's work is published or displayed.

<http://www.talk4writing.co.uk/about/>

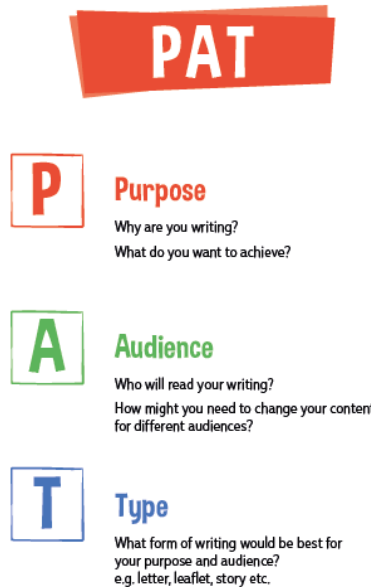




# Teaching Writing in Key Stage Two

The primary approach for teaching writing in Key Stage Two is **IPEELL**: *Developing writing strategies with self-regulation in KS2.*

There should always be a purpose for writing and wherever possible a real audience. This dictates what type of writing we use. It may be that the aim is to persuade the head teacher to allow pupils to go on a school visit, or to write a report for a school magazine or another class. Whatever the case, pupils always need to consider:



When these aspects are decided, the IPEELL writing strategy is used to help structure the outcome. It follows six key stages:

## IPEELL: What is it?

### Stage 1: Why write?

- Children discuss why writing in a particular type of text is important
- The teacher sets an initial task by asking the children to write on a given topic

### Stage 2: Discuss it

- Children are encouraged to read a model text in the same text type
- They analyse in terms of purpose, structure and language features
- They are then introduced to the mnemonics PAT and IPEELL and link to the model text
- Children are introduced to a writing organiser / planning frame
- They create a mark scheme from the features
- Then discuss positive attitudes towards writing





### Stage 3: Model it

- Teachers model positive self-talk
- They then model planning and writing using IPEELL and the mark scheme
- Children are encouraged to score the model report using IPEELL

The image shows an 'IPEELL Marking Sheet' and a bar chart. The marking sheet is a table with columns for 'I' (Introduction), 'P' (Plan), 'E' (Elaborate), 'L' (Links), and 'L' (Language). Each column has a list of criteria and a corresponding score. The bar chart shows scores for 'To include', 'To include', and 'To include' tasks, with scores ranging from 0 to 30.

Task	Score
To include	28
To include	28
To include	28

- The teacher models goal-setting based on the scoring
- Children then score their initial task using the mark scheme
- They are introduced to graphing of scores
- Children then graph their scores and set goals
- They then write a further piece and score it using the mark scheme

### Stage 4: Memorise it

- Different activities are used to help children memorise IPEELL

E.g. raps, songs and rhymes

We are the children from Forest School,  
We love writing – it's so cool,  
IPEELL's the answer to our probs,  
We use it in all our writing jobs!  
Give me an I, give me a P,  
Give me an E and an E,  
Links and Language  
Easv. Peasv!

### Stage 5: Support it

- Teachers model writing using a self-instruction plan checklist
- Children produce their own self-instruction plan checklist
- The planning frames are faded and eventually removed
- Writing is extended by providing more detailed models and more detailed scoring
- Children are introduced to peer review and scoring
- They refine goal setting
- This is repeated until the strategy is embedded



## Stage 6: Independent practice

- Children write independently

By following this approach it allows pupils the time and space to experience sustained writing as a process. It allows them the opportunity to develop their writing by generating ideas, drafting, revising and publishing.

*"Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar."*

**The National Curriculum in England, Framework Document (2013)**



## Teaching spelling to all children

Teaching children to spell is embedded in all English lessons. However, it is also taught discreetly for one session per week. Following the Pembroke guidance for teaching spelling, these sessions are investigative rather than rehearsal lessons. They usually follow a four part plan:

- **Collect words.**
- **Sort out the words.**
- **Look for the pattern and logic.**
- **Use the patterns to build more words.**

When tested, children are asked to recall a set list of words but then there is also the opportunity to gain bonus marks by spelling words they have not had the opportunity to practise using Look, Cover, Say, Write, Check. Instead, they must apply the rule they have been learning accurately to write words that may be unfamiliar to them.

## Appendix 2:

### Teaching Reading in EYFS and Key Stage One

The primary approach for teaching reading in EYFS and KS1 is through **systematic synthetic phonics, guided reading** and **whole class shared reading**.

In EYFS and KS1 the children learn to read using their different sounds. A single letter is called a grapheme and a group of letters which make a sound, like 'sh' for example, we call phonemes. The children learn these sounds and then blend them together- this is how they learn to read. When the children have then learnt the

sounds, they learn the meanings of the words! The children have

phonics lessons daily to try and lead them to success with their reading. In school, we teach phonics using 'Story Time Phonics'. This program is unique in that the synthetic phonics teaching opportunities are embedded within the context of real books, ensuring all sessions are multi-sensory and help foster a lifelong love of reading.



Reading is highly encouraged at home for EYFS and KS1 children and we encourage the children to borrow books and story sacks from the school library. All children will have the opportunity to earn racing to read stickers when they read at home 5 times a week. They will then earn a raffle ticket to be entered into the half termly prize draw and then the amount of children who have read in a class will be turned into a percentage. The class with the highest percentage will move the most spaces in the school competition and then the second and third will move reflectively.



We also encourage children to bring their parents to our wonderful Reading Cafés which are now being run once a term. This is a fabulous opportunity to see the fun activities that the children can do with various different books and to interact with other parents and the class teachers. Story sacks and reading can be super fun if done in the right way!

Children have discrete reading lessons in school, which are called guided reading and they also participate in whole class shared reading. In guided reading, the children have the opportunity to read books with their class teacher, which are appropriate for the level that they are working at. They also do some independent reading activities such as: reading comprehension, which is where they read a short text and are then asked some questions based on these texts; book

activities, such as designing their own front cover or blurb; looking at and reading story sacks and even the program Lexia, which the children can access on the IPADS and laptops. These activities form the basis for English Skills Practice (see Appendix 3). In whole class reading, the children will look at a book all together and this may be their English focus for the week.

The children have individual targets, which they are working on and the teacher will make sure that their questioning focusses on these targets to enable the children to progress.





## Teaching Reading in Key Stage Two

In Key Stage Two we teach reading through various different approaches: **shared whole class reading, guided reading, Lexia and Accelerated Reader.**



In Key Stage Two we believe that reading needs to be taught through these different approaches. As with Key Stage One and EYFS, it is still vitally important that children make sure they read at home and do this at least 5 times a week. It is expected that children should be reading for around 3 hours each week if they wish to progress well with their reading. Children also participate in the Racing to Read competition aforementioned and this has developed a competitive attitude between the different classes to win the end of half term prize! In addition, the children's raffle tickets get put into a draw which means they can win some fabulous books each half term. It is important that children read a wide range of text types and these can be found in our school library and also in your local library if you wish to join it.

Some children also have access to and are expected to do at least 20 minutes a week of Lexia. Lexia is a reading program that focuses on the different aspects of reading such as: spelling, reading comprehension, phonics, word meanings and passage fluency. The children are initially assessed and then set at a level that is appropriate to them. They then work through the different sections and levels of the program getting certificates and skill builders after they complete each level. The skill builders focus on consolidating what has been learnt in each level. If a child gets stuck, the program alerts the teacher and gives them a lesson to do with the child to try and rectify the misconception.



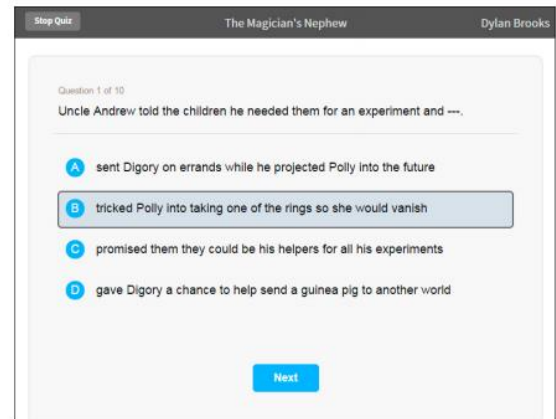
In addition, as with Key Stage One and EYFS, the children participate in whole class shared reading and guided reading (as part of their daily English Skills sessions). Whole class shared reading will usually be through a specific text that has been chosen as an English focus for that half term. Through this text, the children will focus their writing and even some of their topic work. This means chapters of the books will be read together and analysed as a class with the teacher planning targeted questions to try and hit the children's targets and to get them to think more deeply about the text.



In guided reading, the children are split into different groups where they look at texts that are specifically at their level. The teacher will have planned questions to enable the children to hit their targets. Whilst the teacher and the teaching assistant read with two groups, the other groups will be doing activities based on their book or activities helping them to learn and consolidate different skills. For example, the children may be doing reading comprehension, reading for stamina or doing an independent activity focussing on their reading skills or developing their vocabulary. In addition, the children have opportunities to use Lexia in school during these guided reading lessons and have access to Accelerated Reader

### What is Accelerated Reader (AR)?

AR is a computer program that helps teachers manage and monitor children's independent reading practice. Your child picks a book at his own level and reads it at his own pace. When finished, they take a short quiz on the computer. (Passing the quiz is an indication that your child understood what was read.) AR gives children and teachers feedback based on the quiz results, which the teacher then uses to help your child set goals and direct ongoing reading practice. Children using AR choose their own books to read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them. Quizzes can be completed in school or online.



A Sample Quiz Question

We also try to make reading a real focus at our school by inviting authors in on a regular basis and by running various reading competitions. We understand that to encourage the children to read- we have to make it real to them!

### Developing Reading for pleasure for all children – Forest's Fantastic Reads

Developing reading for pleasure can have a huge impact on attainment.

We have created a list of 20 'must-reads' for each year group. These have been chosen based on recommendations by literary experts, are award winning or have been voted in the top 100 reads for children by the Book Trust or The Guardian newspaper. We have added a few of our favourites too! All are gripping, have great plots and rich vocabulary.

Children can borrow these books from school alongside their scheme books (in EYFS and KS1) or their Accelerated Reader books (in KS2). All books are labelled with the correct year group and whilst some children may be able to read these independently, they are great for sharing with an adult.



Once a child has read their chosen book or shared it with an adult at home, we encourage adults to record this in their reading diaries. If a child is in KS2, they should also complete a book review or the Accelerated Reader quiz online. These can then be ticked off of their charts in class. Once a child has read 5 of the books on the list, they will receive a **bronze certificate**; 10 books read is a **silver certificate**; 15 books read is a **gold certificate**; if all of the books are read, then children will be awarded a **special prize** in assembly.

As children return their book to the shelves, if they have particularly enjoyed reading it, they are encouraged to add a gold star to the front cover. This will give other children an idea of the most popular books and suggestions for which one to choose next!



Appendix 3:

# Timetable for English Skills - KS1

Group	Monday	Tuesday	Wednesday	Thursday	Friday
<b>A</b>	Guided Reading Review	Vocabulary, Grammar and Punctuation	Spelling	Reading Journals/ Phonics activity (CT/TA)	Guided reading (CT/TA)
<b>B</b>	Guided reading (CT/TA)	Guided Reading Review	Vocabulary, Grammar and Punctuation	Spelling	Reading Journals/ Phonics activity (CT/TA)
<b>C</b>	Reading Journals/ Phonics activity (CT/TA)	Guided reading (CT/TA)	Guided Reading Review	Vocabulary, Grammar and Punctuation	Spelling
<b>D</b>	Spelling	Reading Journals/ Phonics activity (CT/TA)	Guided reading (CT/TA)	Guided Reading Review	Vocabulary, Grammar and Punctuation
<b>E</b>	Vocabulary, Grammar and Punctuation	Spelling	Reading Journals/ Phonics activity (CT/TA)	Guided reading (CT/TA)	Guided Reading Review

Spelling:	Spelling objectives to be taken from Bond statements. Work should be completed in SPAG books. e.g. Spell high frequency words, spell plural nouns with –s and –es
Vocabulary, Grammar and Punctuation:	V, G&P objectives to be taken from Bond statements and for Year 2 the Interim assessment framework. Work should be completed in SPAG books. e.g. join words with ‘and’
Guided Reading:	Guided reading should be differentiated using different texts and level of questioning. Guided reading review is where the children independently answer questions about the CT guided reading session. The work produced in the Guided Reading review session should be filed in a folder.
Reading Journals/ Phonics activity:	Y1 Phonics based activity appropriate for their phase Y2 Reading journal activity. The adult should discuss task and then hear readers on their individual phonics book whilst other children complete independently.
Phonics:	Phonics will be taught daily in differentiated groups.
Lexia:	Children who use Lexia can use this is V, G& P time.

## Timetable for English Skills - KS2

Group	Monday	Tuesday	Wednesday	Thursday	Friday
<b>A</b>	Vocabulary	Objective led	Guided reading (CT/TA)	Comprehension	Comprehension Review (CT/TA)
<b>B</b>	Vocabulary	Guided reading (CT/TA)	Comprehension	Comprehension Review (CT/TA)	Objective led
<b>C</b>	Objective led	Guided reading (CT/TA)	Comprehension	Vocabulary	Comprehension Review (CT/TA)
<b>D</b>	Guided reading (CT/TA)	Comprehension	Comprehension Review (CT/TA)	Vocabulary	Objective led
<b>E</b>	Guided reading (CT/TA)	Comprehension	Vocabulary	Comprehension Review (CT/TA)	Objective led

Texts:	Whole class texts (Fiction; related non-fiction texts; poetry)
Vocabulary:	Examples can include: dictionary work and definitions including using words in a sentence; synonyms and shades of meaning work (possibly antonyms as well).
Comprehension:	Including core questions and differentiated challenges based on class text (some discussed as part of guided reading for lower ability groups)
Objective led:	<ul style="list-style-type: none"> <li>• Could be related to character studies, descriptive vocabulary work, personification, similes, character actions conveying meaning; GPS based tasks e.g. using inverted commas to demarcate speech.</li> <li>• Lexia</li> </ul>