

English - INSET Day

Friday 14th February 2020





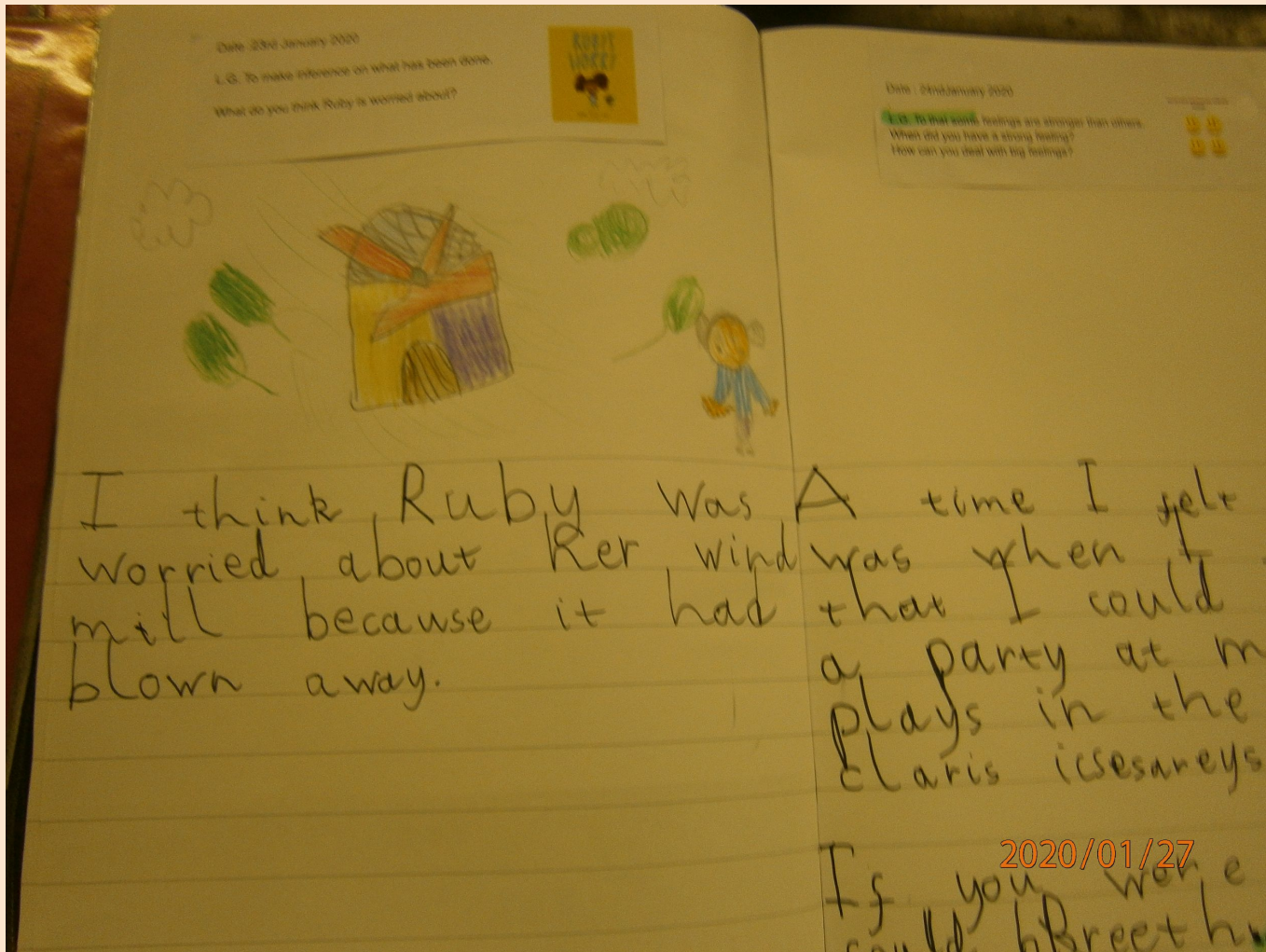
Reading

Fortnightly Reading Focus Feedback

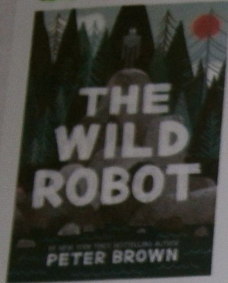
What is currently working well?

- More evidence of reading skills being taught across all year groups.
- Strong focus on developing inference, deduction and retrieval skills, as well as sequencing events.
- Some high-quality extracts being used.
- Generally, there is consistency amongst classes.
- It is clear to see that focused Reading Skills are being taught in all year groups.

**Evidence
of
Inference
skills
being
taught in
Year 1**

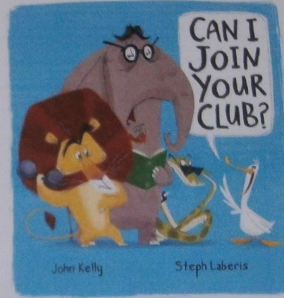


Thursday the 14th of November
5 C O
L20-21 predict a prediction based on a book cover.



What do you think happens in this story? Why do you think that?

I predict that the ~~rod rod~~ robot will try to cut the world in half. I ~~predict~~ predict that he will fly into space and use a big knife or dagger. I predict that he will get stopped by the person who invented him.



What do you think happens in this story? Why do you think that?

I predict that the club is only for the strongest, coolest and smartest, but the pelly REALLY wants to join the club and the other animals won't let him...

2020/01/27

Making predictions based upon covers - Selecting engaging texts.

Could they say why they have made these predictions?

Wednesday 8th January 2020

LG: To respond to a range of poetry.

(w)

The moon Game

I like the Moon Game and I think it is the best poem out of the three. There are my reasons why: 1 I like The Moon Game because it rhymes, an example of this is me and here. 2 It has a question at the end at not many poems here. 3 It has a question making it different. 4 Another reason I liked it was because it is short, interesting and easy to read. 5 My final reason is that it has got personification an example of this is 'I play a game'. All my group agree with me.

Who is looking at the moon tonight?

I don't really like this poem as it is a bit too long and boring but some features of this poem are: 1 Personification, an example of this is 'Watch the children'.

Think also how these poems make you feel.

Tuesday 21st Jan
LG: I can identify
by choice of vocab

1 They spun, ^{what} sat
through space. ✓

2 'the tiny space

3 Weird. ✓

The Author has

An example of

used 'crumbly

also used ad

2020/01/27 sense

Poetry
focus -
expressing
personal
responses

Taking quotes from the text

QUICKSAND
Only at night and in bad weather do we need the light. There and only on this part of the coast that could easily drag the bottom of the boat. And the quicksand. "Well... Ephraim took a deep breath. Not recently, which is one reason why the light is so important." "Quennie told us," Cliff said enthusiastically. "Has anyone ever died in there?" Olive was a smart girl (she was certainly the quickest in her class at mental arithmetic) and she was careful to ensure that her brother Cliff had understood the situation. She reinforced this over breakfast in London, and pressed upon him the need to remain sensible so that they would return safely to their Mother back in London. It was a beautiful day, so beautiful that Olive and Cliff asked Ephraim if they could take Pike out for a walk along the beach. Of course he agreed... who wouldn't? It was a beautiful day, so beautiful that Olive and Cliff asked Ephraim if they could take Pike out for a walk along the beach. Of course he agreed... who wouldn't? They went out and into the quicksand.

Would not

Would not

Monday 7th October 2019

G. to deduce, infer and interpret.

- 1) Olive is older because in the text it says "She being the older of the siblings."
- 2) Olive thinks it is not so bad here because they were having fun because in the text it says "They were having fun watching Pixie chase the waves then run back from them." Also it says they were full of joy because Pixie was running round like a mad thing it says.
- 3) We are told Olive is a smart girl because it makes the reader think: "Don't do that Olive you are smarter than that."
- 4) Cliff's voice trailed off because it he is realizing Pixie is nowhere in sight and I think the words that Cliff would have used to finish the questions were: "Pixie where are you?"
- 5) We know Pixie is in the quicksand because in the text it says: "In front of them there was a little white and brown dog, or at least the head, shoulders and tail of one."

SSB.

Justifying their responses.

2020/01/27

Using pictures to develop skills.

Monday 7.10.19

LG: to make predictions using picture stimulus.

(I)



I think Pandora is a girl and her parents are at work. She has probably stolen ~~somebody~~ somebody's secret box and ran into the forest so nobody saw her. She was curious, I think. The moral was probably 'don't poke your nose into other people's private business. She was doing something wrong.

Why do you think this? (V)

I was just making predictions using picture stimulus stimulus.

2020/01/27

Links to Theme learning.

Fortnightly Reading Focus - The Key Next Steps:

- There needs to be evidence in all Reading books **EVERY** week to show the reading skills that are being developed - *at least 1 piece of work each week.*
 - It needs to be clear that the same reading skill is being taught and consolidated over a 2 week period.
- A greater breadth of reading skills to be covered across the school. Most year groups are focusing on the same reading skills over and over again (*prediction, inference*).

Thur day 6th February

TA

L.G: To use clues in the text to infer character's feelings.

Draw a picture of Ahmet. Write thought bubbles around him to show what he might have been thinking and feeling in chapter 7 when Brendan the Bully got him into trouble with Mr Irons.



and
d
know
= ut
L
friend

What happy things I had done and talking.

scared wot m i did
wong is sad
unhappy
important

I don't
know
to be
happy



What am I doing, what
have I done wrong?

Friday 13th December

L.G: To draw inferences and justify them with evidence.

What do we know about Stig?



He uses
down
sticks
to make
fire - chapter 3

He lives
in
the top
up
at the
bottom
of a
chalk
pit

Stig only hunts
for food - chapter 4

He makes
tools from
nuts & birch.
Stig eats horses,
goats, quills and pheasant -
chapter 4

Tuesday 26th November

L.G: To draw inferences and justify them with evidence.



What evidence in chapter 2 shows the developing friendship between Barney and Stig?

- Barney helps Stig to make improvements to his home. On pages 44-45 they make a chimney and on pages 46-51 they make a window.
- Barney gives Stig advice on what to use the jars and tins for.
- On page 17, Barney chooses to spend time with Stig rather than his grandmother and Lou.
- Barney ~~prots~~ advises and encourages Stig, like on page 46 ← How? Can you give an example?

Thursday 5th February 2020

L.G: To discuss how the author has used actions to communicate characters' feelings.

Your Task: Read chapter 7. With a partner, find examples of how the characters show their emotions through their actions. In your Reading book, copy these quotes/descriptions and explain what you think these actions are telling us about how the character feels.



Extension: What does Mrs Khan mean when she says "some people just can't see past the end of their own nose!" (page 68)?

On page 67, It says that "The new boy stood rooted to the spot and looked over at us." This tells me that Ahmet is scared because he ~~can~~ can't move. He is ^Llooking at the others because he doesn't understand what is happening.

On page 66, it says that Brendan was "pointing at the new boy and ~~so~~ smiling." This shows that he was ~~gl~~ feeling glad that he had got Ahmet into trouble.

Wednesday 12th February

L.G: To discuss how the author has used language to communicate characters' feelings.

Your Task:

1) Describe how the author describes the narrator's excitement at the beginning of chapter 17.

What words and phrases does the author use to show the author's excitement? Include direct quotes from the text.

2) Using the author's description at the end of chapter 19, describe what has happened to the narrator as they have tried to enter the palace.

How must they have been feeling at this moment in time? Why do you think that?

Challenge: Has your opinion of the narrator changed as the story has gone on? If so, how?



1. The author describes the narrator's excitement ^{em} by saying that they have "a thousand worms and butterflies and frogs... wriggling and squirming and ~~they~~ jumping" in their tummy. They also show that the narrator was acting strangely around their Mum because they were very quiet and didn't finish their Friday treat of cookies and milk. It also says that they couldn't stop thinking about the plan and the "whole weekend seemed to take for ever to finish."

2. At the end of chapter 19, I think that the narrator fainted. I think that ^{they're} the narrator feeling terrified because she was doing something she had never done before. She didn't know what would happen.

Friday 13th December

L.G: To draw inferences and justify them with evidence.

Read chapter 4. What are Barney, Stig and Lou's thoughts and views towards hunting? How do you know? Find evidence in the text to support your ideas.



I think that Stig only hunts good. I think this because:

- On page 86 it says, "... he thought Barney was mistaken in wanting to kill something he couldn't eat."
- On page 81, Stig tries to kill a squirrel to eat.
- On page 91, it says that "Stig was really hunting now, and to him, horses were meat!"

Barney only hunts for fun. I know this because on page 81, he says "it is foxes were supposed to be hunting,

not squirrels!"

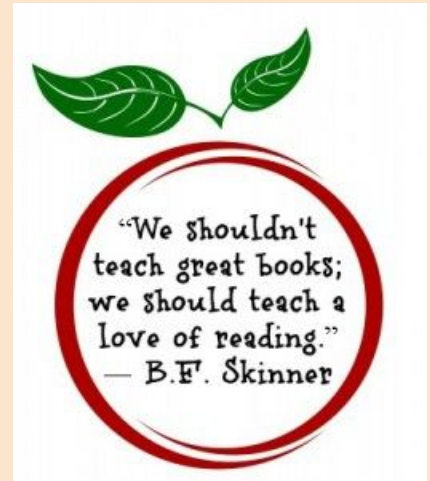
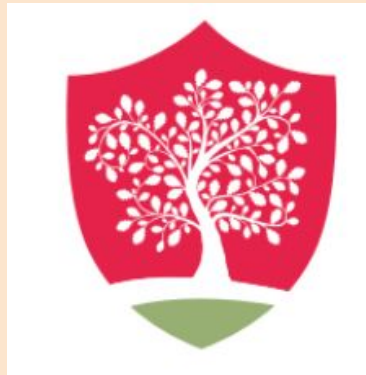
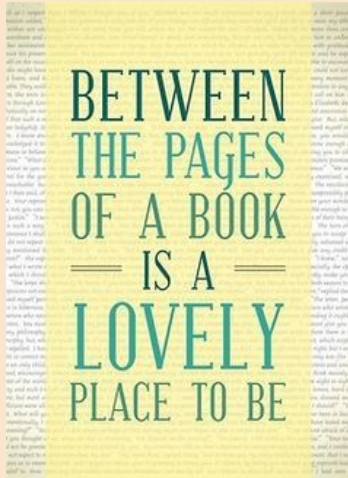
Reading Progression Document

Fortnightly Reading Focus - Next Steps:

- Ensure that it is clear what the children's responses are referring to in their Reading books (*e.g. include the questions posed; train children to answer in full sentences that link clearly to the question*).
- Children to refer to the text more explicitly in their responses (*particularly in KS2*).
- Where possible, make more links to Theme learning and key texts in these sessions.
- Differentiation of tasks needs to be considered.
- Where appropriate, include feed-forward questions to prompt the children's thinking and/or develop their responses.
- Grammar work NOT to be completed in red Reading books. This work should be evidenced in green Writing books.

Promoting A Passion for Reading at Manor

Field



Reading for Pleasure

What is currently working well?

- **High Quality texts used to launch and support Theme learning.**
- **Daily Class Reading - Box of Brilliant Books.**
- **Wide breadth of AR texts available.**
- **Books purchased for reluctant and dyslexic readers.**
- **Children recommending texts for us to buy.**
- **Most children incentivised to complete AR quizzes and increase their ZPD levels.**
- **Class texts engaging the children.**
- **AR and Fortnightly Reading Focus resulting in children reading regularly.**
- **Engaging extracts used in Reading sessions.**
- **Cross-curricular links being made.**

**What can we do to
promote reading for
pleasure even further?**



What can we do to promote reading for pleasure even further?



We are Reading

Bookworms

Welcome to the first edition of Bookworms! This is our new way of sharing with you how we are promoting reading within school and also giving recommendations for books you can all read at home! This half term Miss Halstead is suggesting a book for children and a book for adults so that we can all enjoy reading. You will receive a new copy every half term with updates and new book suggestions. We hope you enjoy reading this and of course lots of books!

St. Mary's R.C. Primary School
Spring Term 2 2018

Book areas in school!

Thursday afternoon. Bring in a book from home that you no longer read and swap it for a different one. There are lots to choose from and each class has their own shelf. A big thank you is given to our school governors who have donated books for the cupboard!

Children's choice:

Class 3 are reading the first book in Unladylike series by Robin Stevens in centre around Daisy and Hazel who are in 1934 and run their own detective society. Class 3 have been buying their own copies and reasons why they recommend reading are: "Cream buns and Crimes explains why they recommend reading." "They're exciting and fun to read." "Pippa." "They're easy to pick up and handle." "William." "It's a child's view so you can relate to it." "Mannah." "You get engrossed and you want to read it." "Eleanor." "I can't put it down! A crime has happened and there are twists and clues that make you think."

What reading is taking place in school?

We recently celebrated World Book Day in school and there were lots of book activities taking place around the school and a special lunch too!

Class 1 are reading Farmer Duck and 'The Pig in the Pond' by Martin Waddell which fits in perfectly with their topic!

Class 2 are currently reading 'The Lion', 'The Witch and the Wardrobe' as part of their English unit and are reading 'Rubbish Town Hero' as their home-time read.

Class 3 are just starting to read an abridged version of the classic 'The Railway Children' as part of their English unit and are excited to know the ending of 'Munster Most Unladylike'!

Miss Halstead recommends:

The Red Beginning by Lemons Snicket. The Baudelaire children are suddenly orphaned and end up in the hands of an evil relative. This book introduces all the characters and has a great plot. You need character cards and I promise once you read this book and I promise once you do you will be as enthralled that you'll need to read all 12 books that follow!

The Thirteenth Tale by Diane Setterfield. If you are a fan of classic tales centred around an imposing house such as Jane Eyre then this book is for you. A young aspiring writer is summoned to the home of Vivia Winter, an established and famous novelist who is dying. Mystery has always surrounded her but now she is ready to tell her story. As the book unfolds you discover Vivia's truth but also find that all the characters have secrets and stories of their own. I love this book so much that I re-read it every summer and every summer I notice new elements and still feel shocked by its many twists.

School Reading Newsletter each half term

Pupil Voice - Survey children's opinions on reading: What would inspire them?



What can we do to promote reading for pleasure even further?

Top 10 Class Books



Children to make suggestions for new texts

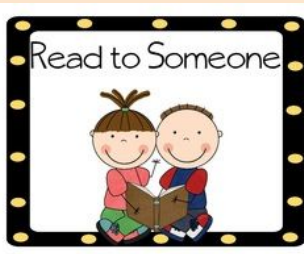
Set up a 'School Book Swap Library System' - Old books are donated. Families can choose books to 'borrow'.

Children to record trailers / reviews for books on iPad

Partner Reading classes to be set up.

BOOKSWAP

Children to create their Reading Journey



What can we do to promote reading for pleasure even further?

Fortnightly Reading Focus:

- Use a range of engaging extracts and texts in these sessions.
- Focus tasks around class reader or key text.

Children to suggest texts to explore in Talk for Writing sessions that link to the text type or story themes they are focusing on.

Give children fun tasks to complete during or after finishing reading class texts.

AR:

- Final AR session of the week children to recommend books that they have read.
- Select a Book of the Week.
- Children to select activities to complete based around their AR text, *e.g. write a letter to one of the characters, create a character profile, write the next chapter.*

Book Hook - Introduce new Key Text or Class Reader by showing a box of clues. Can they guess what the book will be about?

What can we do to promote reading for pleasure even further?

World Book Day - Thursday 5th March

All classes to trial
'Mystery Readers'
all week

'Get Caught Reading'
Competition

Dressing up as a character
from favourite book.

Photos of staff reading their favourite book.

Children to find out
family members
favourite books &
report back.

Focus on Reading all day:

- You could select a key text to plan lots of exciting and creative activities around.
- You could focus the day's activities on a specific author or genre.
- You could plan activities that expose children to a range of quality texts.
- Give children tasks to complete based upon texts that they choose.



Your Task:

- What can YOU do to promote a passion for reading amongst your children?
- What more can WE be doing to promote a positive reading culture throughout the school?
- Come up with some plans and ideas to start putting into place after the half term holiday.



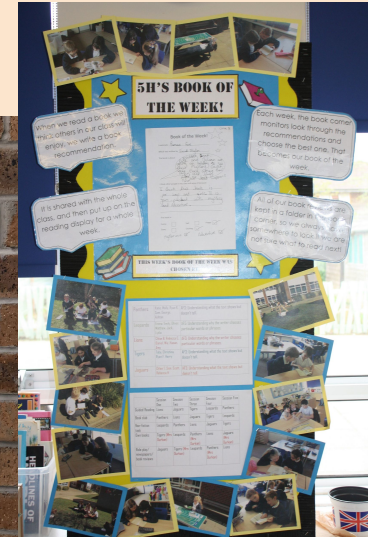
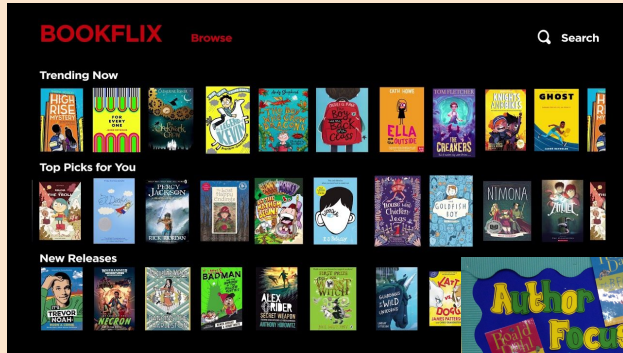
Next Step - Your Challenge is:

- To set up an area in your classroom that promotes and encourages a love of reading.
- It needs to be an area where the children feel ownership for recommending texts, as well as sharing their thoughts towards books read.
- Useful key texts should be displayed:
 - *That link to current learning*
 - *Will stimulate the children's interest.*



Reading Area Challenge:

- To be completed by w/b 9th March. *Prizes?*
- Money could be requested from the PTA to help fund any creative ideas that you might have.





Talk for Writing

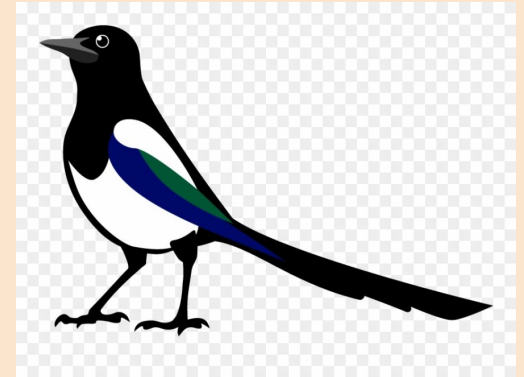
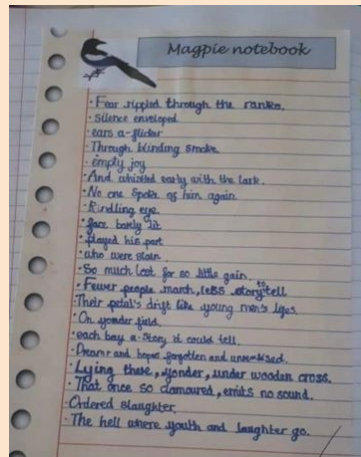
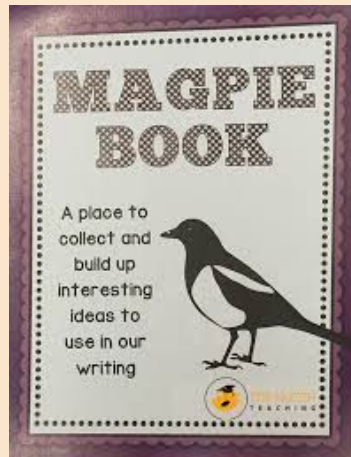
Writing Successes

- **Frequent opportunities for children to write extended pieces across the school.**
- **Cross-curricular writing taking place.**
- **Writing in T4W sessions links to Theme learning.**



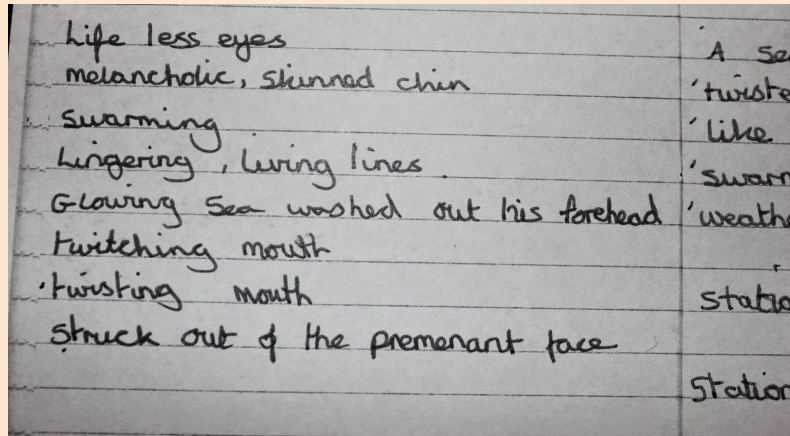
Magpie Books

- Used actively within English lessons for children to:
 - *Record vocabulary they like and/or think is effective.*
 - *Experiment with sentence patterns, grammatical features, etc.*
 - *Draft own ideas during shared writing.*



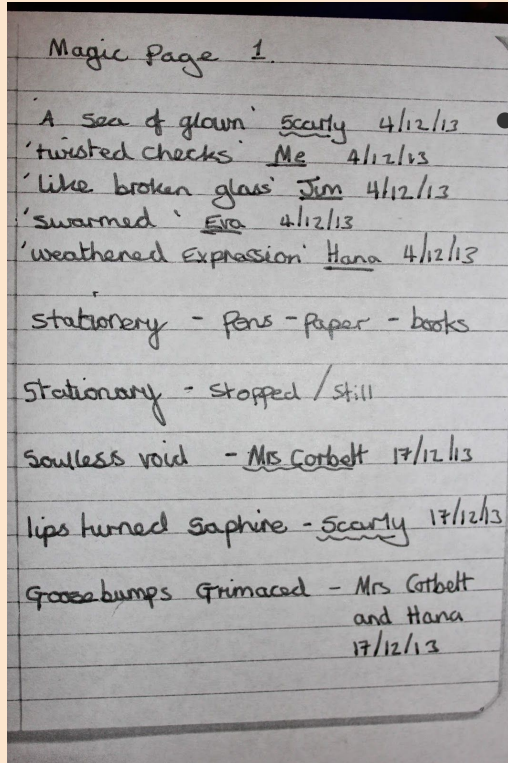
Magpie Books - Pie Corbett:

- *Writers act like thieves. They are constantly raiding their lives for ideas. Stories arise from our experiences. A writer manipulates their experience - both real and imagined - in order to create. They take what they know and daydream into a new story. Young writers can be taught how to raid their reading to improve their writing.*
- *Magpie books should be used by young writers from about 7 or 8 yrs onwards. These little books are used during shared reading and writing as well as when children read independently. They are where we gather ideas and language. We never waste a good idea - if during shared writing a child gets an idea, then they need to be in the habit of jotting it down.*

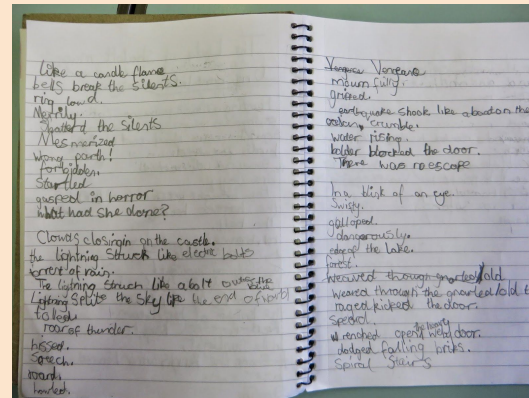


Magpie Books - Pie Corbett:

- The children also 'magpie' words and phrases from others so that the teacher is helping the children to generate a storm of language and ideas - and the children are jotting constantly.

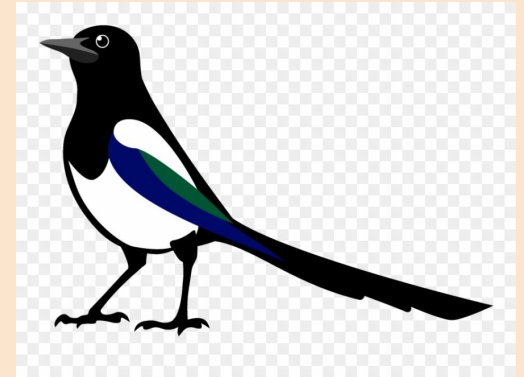


Intriguingly, in the above example, the child has added in the name of the person who came up with the idea plus the date. Over the year, the children should gather thousands of words/ideas and use their magpie books when writing, drawing on the store of possibilities. Here is a magpie book from another school where 10/11 year old children take notes during writing and reading sessions.



Magpie Books - Pie Corbett:

- *I have never met a writer who did not use writing journals. In this way, we begin to work in the classroom as writers... Of course, the magpie book can also be used to plan/draft out ideas.*
- *Young writers need to be avid magpies, picking up bright gems from the reading, from their lives, from their inner world - and gradually lining their nests with possibilities. Good writers are cheeky, constantly on the lookout for a gem.*









- Write a simile
- Write a metaphor
- Use alliteration
- Use personification
- Make something in the picture speak.
- Ask the image a question.
- Pretend something unexpected is about to appear.
- Change one item.
- Transform part of the painting.
- Hold a conversation with the image.



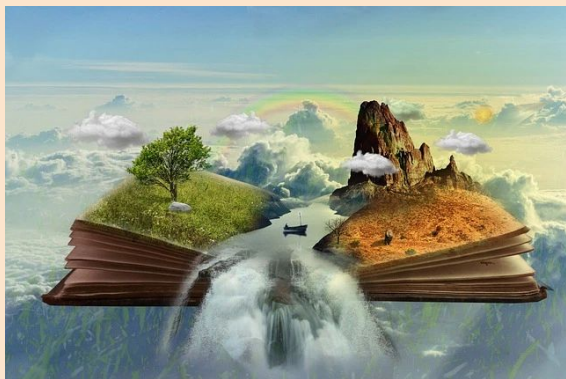




InkWaster

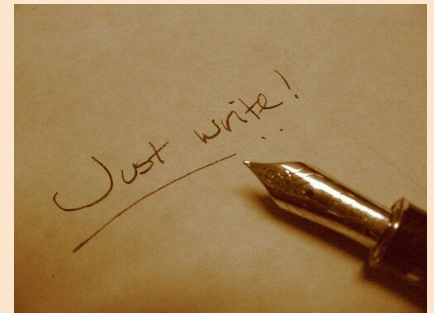
- *Needs to be reinvigorated!*
- *Expectation from now on: 1 piece of work in InkWaster books each week.*



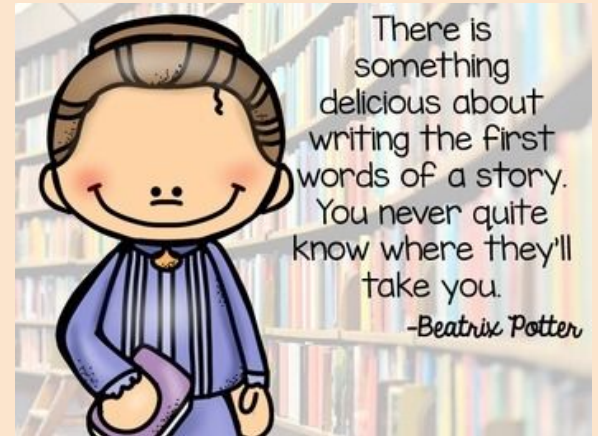
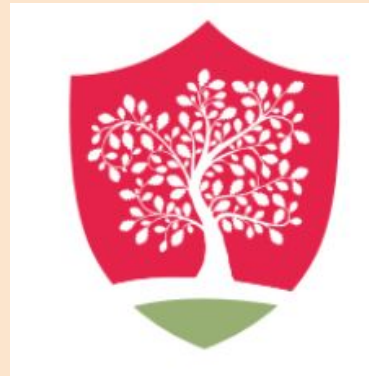
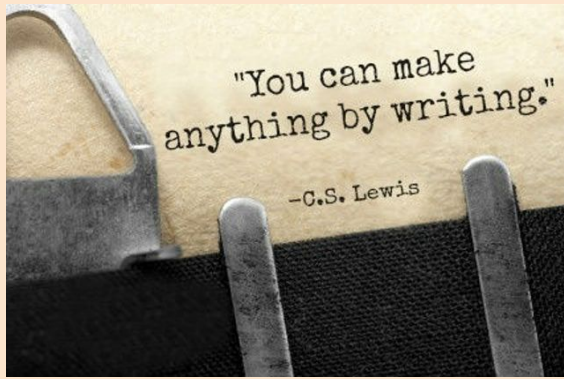


Free Creative Writing Opportunities

- *End of each half term.*
- *Allow children choice and independence.*
 - *Apply skills learnt.*
 - *Give a meaningful purpose.*
 - *Link to an engaging stimulus.*



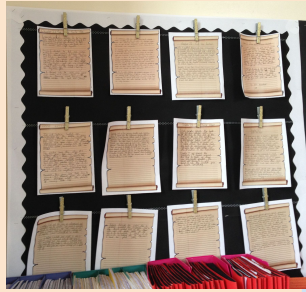
Promoting A Passion for Writing at Manor Field



**What can we do to
promote writing for
pleasure even further?**



What can we do to promote writing for pleasure even further?



**Publish - Have children's writing everywhere!
Give it a purpose -
Make it meaningful!**

Pupil Voice - Survey children's opinions on reading: What would inspire them?



Engaging stimuli

**Link to Theme /
Key Texts.
Share a range of
engaging texts.**

Give children more choice.



Your Task:

- What can YOU do to promote a passion for writing amongst your children?
- What more can WE be doing to promote a positive writing culture throughout the school?
- Come up with some plans and ideas to start putting into place after the half term holiday.





Writing

Moderation

Child's Name: _____ Year Group/Class: _____

Evidence of the child working at the Expected standard:

Evidence of the child working at Greater Depth:

Areas of writing that the child needs to work on / next steps:

Final judgement (Working towards, Expected, Greater Depth):

Evidence of good practice that could be shared:

Area for development (teacher):

What opportunities do we need to provide for the child to be able to make further progress? What skills need to be covered?

https://docs.google.com/document/d/1cLUPgVDOW-Fpe1OuqpBNbWILtggK-r-6_zuawDifaVw/edit?ts=5e43e279

Moderation Groups:

Group 1:

- Simone
- Claire
- Rose

Group 2:

- Debby
- Lesley
- Matt

Group 3:

- Norma
- Kelly
- Sean

Group 4:

- Zoe
- Charley
- John

Group 5:

- Jo
- Jennie
- Verity

Group 6:

- Hadleigh
- Giles
- Max

**Let's feedback some
examples of good practice
that are currently taking
place.**



Next Steps:

Any points that we need to consider, as a school, moving forwards?





English Medium Term Plans

Step-by-Step Guide to Completing English Medium Term Plan

The English Medium Term Plan for each half term needs to be completed before the end of the preceding half term. The following guide is designed to help you and your team to know what information needs to be included in each section.

Duration

In this section, you just need to indicate the number of weeks that you anticipate teaching a Unit of Work for.

Genre (Story Feature Focus)

In this section, please indicate the following pieces of information:

- Is the focus of the Unit of Work Fiction, Non-Fiction or Poetry?
- What text type will the children be learning about? E.g. Portal Story? Explanation Text? Shape Poems?
- If this is a Fiction Unit of Work, please indicate which of the 6 'Story Features' you will be exploring:
 - ↳ Characterisation?
 - ↳ Settings?
 - ↳ Description?
 - ↳ Dialogue?
 - ↳ Openings and Endings?
 - ↳ Suspense?

Refer to the English Long Term Overview to identify which 'Story Feature Focus' needs to be explored with each specific Fiction genre in your year group - this has already been identified and mapped out for your team.

Model Text

You just need to write the title of your Model Text in this section.

https://docs.google.com/document/d/16Aw1XbPYq_ZSvl-j5FQN4Ka6ac3NBz2PoJITivCsY3g/edit

<https://drive.google.com/drive/folders/1RmI4fsHYfPJ9NMMAny8T SueFmnRjDIQR>

**Need to complete English
Medium Term Plan for Spring 2.
Review previous MTPs - Do they
need updating?**

**Complete by Friday 28th
February.**

Writing Skills / Grammatical Features Progression Document

<https://drive.google.com/drive/folders/1VFWNY3s8zVEp9NpjpgdMv4siodK3r8R88>