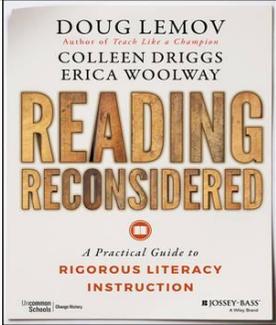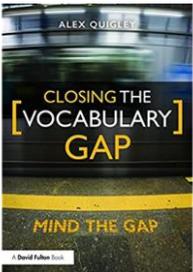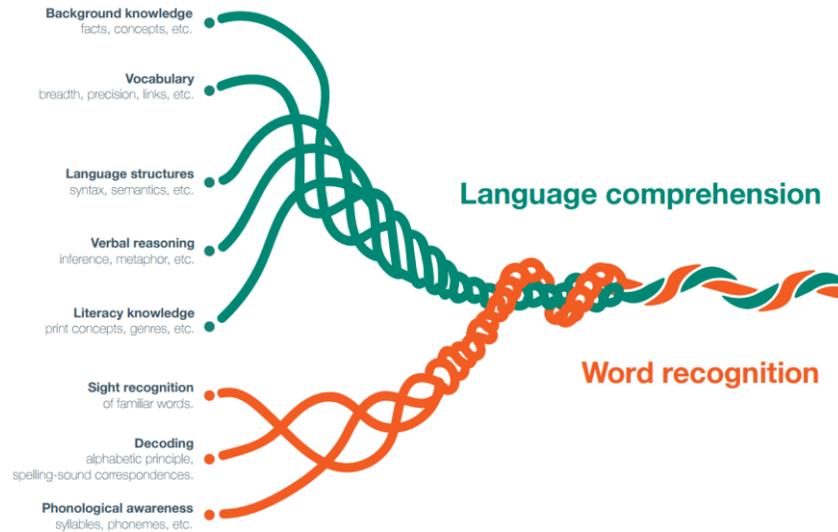# Benedict

Reading

| Evidence Base | | Key Teaching Approaches | **Linguistic Phonics** – based on recognising and manipulating sounds within the context of words.

Controlled Reading - Time spent with eyes on the text (reading mileage). Each child needs a copy of the text.

Close Reading – Analysis of the text.

Text in Context – Children read one primary text half termly or termly. In Geography and History lessons, the context of that book is taught explicitly to ensure that children have a well-developed schema regarding the background of the text. This frees cognitive load to engage in word recognition/comprehension skills during morning Reading sessions.

Read Aloud – At the end of each day, teachers read a secondary text to the children. This ensures that children are listening to a high quality reader daily and exposes them to a wider range of texts. |
|---|---|---|---|
| | | Reading Assessments (diagnostic tools) | Each term, we test the children's ability to recognise words with individual diagnostic reading assessments. Children who have not mastered a particular area receive interventions to support them. |

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FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING[7]

Background knowledge
facts, concepts, etc.

Vocabulary
breadth, precision, links, etc.

Language structures
syntax, semantics, etc.

Verbal reasoning
inference, metaphor, etc.

Literacy knowledge
print concepts, genres, etc.

Sight recognition
of familiar words.

Decoding
alphabetic principle,
spelling-sound correspondences.

Phonological awareness
syllables, phonemes, etc.

Language comprehension

Word recognition

1) Phonemic Awareness
2) Code Knowledge
3) Decoding
4) Automaticity
5) Fluency (assessed half termly)

| Controlled Reading	- Eyes of text - Mileage - Accountable - Highly leveraged - Transaction costs - Primary reader - Secondary reader	Controlled Reading Techniques	- Pick up … - Finger freeze - Stop check - Bridging - Choral reading	Vocabulary Acquisiton	Words are introduced using Sounds Write analysis strategies. Words are analysed depending on their morphology and etemology and for spelling patterns, prefixes and suffixes. Reading stem sentences- develops clarity and shared language.

Close Reading	Close Reading is the methodical breaking down of the language and structure of a complex passage to establish and analyse meaning. Teaching students to do this requires layered reading and asking sequenced, text-dependent questions; and it should end whenever possible with mastery expressed through writing.	Close Reading Techniques	
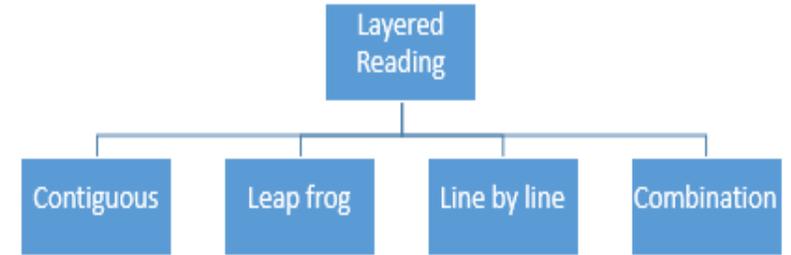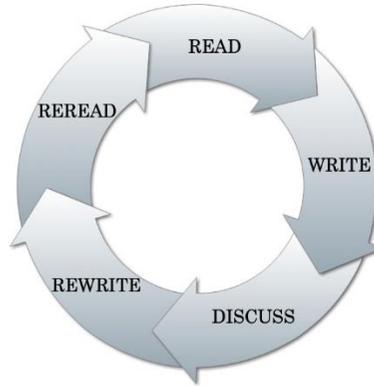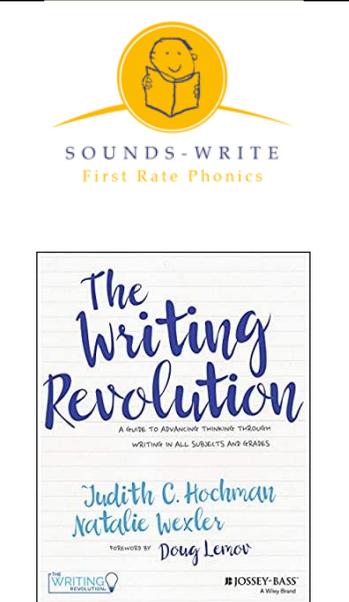
Writing

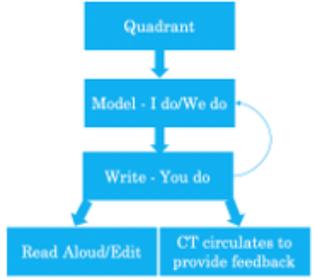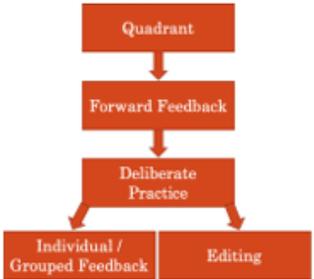| Evidence Base		Key Principles	- To ensure opportunities to develop skills in reading, comprehension, writing, speaking and listening across the curriculum. - To ensure children develop their ability to communicate effectively in both written and oral communication to a range of audiences. - To ensure children develop their phonic, spelling and grammar skills within the writing process. - To provide opportunities for reading and writing a range of texts from different historical and cultural contexts. - To ensure that children are explicitly taught to edit and redraft their work. *Children in Years 1-6 to write one extended piece every two weeks to apply their knowledge and skills in a context relevant to the text that they are reading (see writing Blueprint below)*

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The Write Stuff

Transforming the Teaching of Writing

by Jane Considine
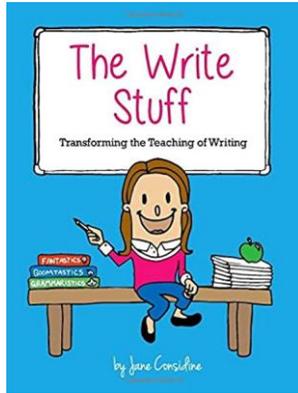
Lesson Structure	The structure of all of our lessons is based on Rosenshine's principles of instruction: - Retrieval quadrant of previously taught concepts - Vocabualry aquisition - I do – teacher model - We do – children practice with adult - Hinge Point Activity – to test understanding - You do – independent work - Exit Ticket – to test understanding	**Our Approach**	• We will use the Merton Writing Genre- Key features and grammar expectations document to plan for longer compositions. • Regular and effective verbal feedback and opportunities for children to edit and improve their writing. • Identify misconceptions accurately and provide clear, direct feedback. • We present subject matters clearly and accurately. • Grammar is contextualised. • Weekly CPD resulting in depth of knowledge. • Right is right. We don't accept 'close' answers and challenge children to have the highest standards. • No opt out. We challenge children to provide an answer and return to them if they need thinking time, but acknowledge that they must know the answer. • Clarity. We use stem sentences to ensure clear, shared language. We will model how to write and speak with clarity and enforce correct vocabulary. Children must speak in full sentences.

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	Week 1				Week 2		
	Model (Reading Lesson)	**Grammar/Punctuation**	**Vocabulary Development**	**Planning (Modelled Planning Lesson)**	**Composition**	**Conferencing**	**Redrafting/Publishing**
Duration	1 lesson	2 lessons	1 lesson	1 lesson	5 lessons: 1 composition/1 composition and redrafting alternating		
Activities	- Text marking of an age-appropriate model, written by the class teacher.	- Discrete grammar teaching of 1 or 2 age appropriate skills from KLIs.	- Discrete vocabulary teaching of relevant and ambitious vocabulary (up to 5 words) - Introduced using Sounds Write strategy for polysyllabic words (lessons 14/15)	- Various planning formats that are age-appropriate and require genre-specific understanding where possible.	**Composition Lessons – sentence by sentence** Quadrant ↓ Model - I do/We do ↓ Write - You do ↓ Read Aloud/Edit · CT circulates to provide feedback **Conferencing/Redrafting Lessons** Quadrant ↓ Forward Feedback ↓ Deliberate Practice ↓ Individual / Grouped Feedback · Editing		
Structure	Quadrant **I do/We do** – Close Reading of the model **Hinge point** **You do** **Exit Ticket**	Quadrant **I do** – Model rule of Grammar **We do** – Deliberate practise – quiz questions **Hinge point** – misconception **You do** – Write sentences applying the grammatical rule **Exit Ticket**	Quadrant **I do/We do** – Analyse new vocabulary **Hinge point** – related to meaning **You do** – Write sentences using vocabulary words **Exit Ticket**	Quadrant **I do/We do** – Model planning process **Hinge Point** **You do** **Exit Ticket**	*Composition Lesson* Quadrant **I do/We do** – CT model **You do** – Chdn write, read aloud and edit **Exit Ticket**		*Conference/Redraft* Quadrant **I do** – Forward feedback **We do/Hinge Point** – Deliberate practice **You do** – Editing or individual/grouped feedback **Exit Ticket**