

St Nicholas' Primary



Literacy Policy

August 2018
(Updated August 2022)

Introduction

Improving the Literacy and English skills of all children and young people is a national priority with the aim of raising attainment, reducing inequality, improving life chances and employment prospects.

Rationale

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.

The Literacy and English framework promotes the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work. The framework provides, for learners, parents and teachers, broad descriptions of the range of learning opportunities which will contribute to the development of literacy, including critical literacy, creativity, and knowledge and appreciation of literature and culture.

Literacy and English: principles and practice Pg 1

Aim

Our aim is to build on children's prior knowledge ensuring we meet individual needs, by providing an environment which is rich in language and which sets high expectations for literacy and the use of language.

Literacy and English Curriculum

There are three organisers within the Literacy and English framework:

- Listening and Talking
- Reading
- Writing.

Within these organisers there are subdivisions.

Enjoyment and choice experiences and outcomes highlight the importance of providing opportunities for young people to make increasingly sophisticated choices.

The ***tools*** sections include important skills and knowledge: for example, in reading it includes such important matters as reading strategies, spelling and grammar.

The sections on ***finding and using information*** include, in reading, critical literacy skills; while the ***understanding, analysing and evaluating*** statements encourage progression in understanding of texts, developing not only literal understanding but also the higher order skills.

Finally, the ***creating texts*** experiences and outcomes describe the kind of opportunities which will help children and young people to develop their ability to communicate effectively, for example, by writing clear, well-structured explanations.

Throughout education, effective learning and teaching in Literacy and English will involve a skilful mix of appropriate approaches including:

- the use of relevant, real-life and enjoyable contexts which build upon children and young people's own experiences
- effective direct and interactive teaching
- a balance of spontaneous play and planned activities
- harnessing the motivational benefits of following children and young people's interests through responsive planning
- collaborative working and independent thinking and learning
- making meaningful links for learners across different curriculum areas
- building on the principles of Assessment is for Learning
- frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond places of learning
- the development of problem-solving skills and approaches
- the appropriate and effective use of ICT.

In addition to the above, Literacy learning should develop metacognition so that learners from the earliest stages are

- aware of what and how they are learning;
- develop higher order thinking skills and the ability to think critically;
- use a wide range of texts including spoken, written, Scots Language and digital texts to promote literacy development;
- be well planned and demonstrate progression, breadth and depth in learning across all stages;
- provide opportunities for literacy learning to take place across the four contexts;
- promote creative approaches and the imagination;
- ensure that children are actively engaged in their own learning;
- make connections between listening, talking, reading and writing explicit to learners, providing opportunities for children to apply the knowledge and skills they have learned in literacy to other curriculum areas;
- ensure that appropriate support and challenge is provided for learners to meet their needs and ensure equity for all learners.

Effective Learning and teaching with St Nicholas' Primary School

The Literacy Week

To ensure full coverage of all areas of literacy across the week, all teachers submit a literacy week planner / timetable along with their forward plans. This details:

- Whole class teaching focus (grammar, handwriting, phonics etc)
- Reading groups – Reading Day 1, 2 or 3 (See Reading section for more detail).
- Reading session for whole class that focuses on one taught skill
- Taught writing day (Writing planning session may occur outwith literacy time)

Within the classroom, all groups work from task charts detailing their activities and whether they will be working independently, with peers or with the teacher.

Examples of completed literacy week planners can be found in Appendix 1. Class planners can be adapted to suit the demands of the class.

Listening and Talking

Children will develop skills within Listening and Talking individually and in groups, in a variety of contexts and for a variety of purposes to gain information, understand what they have heard and respond appropriately to speakers and texts. Teaching and learning in Listening and Talking links closely with our teaching of Reading. Teachers plan for these types of activities through specific Literacy activities or in an interdisciplinary approach to learning.

Listening and Talking skills are also developed as part of everyday school and class routines with learners also given opportunities to perform to various audiences over each session.

Children will

- contribute to class and group discussions;
- ask and answer questions and access a range of texts including written, digital and Scots Language;
- listen and talk with confidence across a range of topics and curriculum areas;
- have opportunities to develop pupil voice through committees and assemblies;
- talk with increasing confidence to a range of audiences;
- respect the contributions of others;
- have increased ability to summarise and clarify key points;
- use appropriate tone, pace, language and register to engage the audience.

Reading

Our approach to reading is delivered through ability groups so that we can **teach** reading rather than just **hear** reading. Although children will be encouraged to read a variety of texts, including, fiction and non-fiction across the curriculum, our core reading scheme is Bug Club. We supplement these core readers with group novels. Shared Reading Texts from Bug Club are used once a week to teach one specific skill to the whole class. This session is in addition to the three weekly group sessions. Where appropriate, the skill addressed in these sessions may then be the focus for groups to develop further in their group reading sessions.

Each class has a library and teachers also have access to a variety of Intervention Resources which can be used for whole class and group reading activities.

A more detailed approach to teaching of reading can be found in Appendix 2-4 and follows a before, during and after approach to reading that helps learners to develop and extend their reading, by learning how to use a vast amount of strategies and skills. This needs to be carefully planned to ensure that all of these skills are acquired, practised and developed.

Collaborative learning underpins all aspects of this approach and should be used during all aspects of discussion and questioning. This means the pupils are active learners as they are being asked to discuss in pairs and groups throughout the lesson. Three tips to help train the pupils in this – have ‘no hands up’, ask open ended questions and ask the pupils to find the evidence in the text.

Through this approach, learners from P1-7 will develop higher order thinking skills and Reciprocal Reading strategies. Reciprocal Reading encourages children to think about their own thought process during reading. It helps them learn to be actively involved and monitor their comprehension as they read. It teaches children to ask questions during reading and helps make the text more comprehensible.

P1-3 Reciprocal Reading Implementation

Primary 1-3 agreed to introduce the skills of reciprocal reading as follows:

- Primary 1 will introduce predicting and summarising. Later in the session they will begin to introduce aspects of questioning e.g. thinking questions.
- Primary 2 will build on the Primary 1 skills and will further develop questioning and introduce some simple scripting.
- Primary 3 will build on the Primary 1 and 2 skills and will introduce clarifying.

P4-7 Reciprocal Reading Implementation

As discussed above. More formal procedures will be introduced in P4 and then revised each year in P5-7.

Children will

- develop awareness of rhyme and patterns in language;
- be aware of common features of books and begin to ask questions to help understand what they have read;
- share their ideas and opinions regarding texts they have read;
- locate information from a range of sources and select / sort information to support their views.
- use a range of reading tools and become metacognitively aware of what would be the most appropriate strategy to use when;
- have real life opportunities to skim to ascertain the gist of a text or to scan for a specific piece of information;
- be able to read texts with increasing fluency, expression and accuracy;
- have opportunities to read between and beyond the lines of text to comprehend texts more fully;
- be provided with opportunities to apply their reading skills across a range of curriculum areas;
- experience a range of texts which offer appropriate levels of challenge and increase in complexity;
- have the link between reading and writing made explicit so that they can begin to use some of the techniques and effective figurative language in their own writing;

Writing

Children will:

- experience daily writing opportunities through other curricular areas and play-based activities
- have opportunities to write effectively for a range of different purposes and audiences
- have opportunities to write for a range of real and relevant contexts
- plan / make notes and write at length with increasing confidence
- Focus on VCOP (Vocabulary, Connectives, Openers and Punctuation). Each class should use the impact lessons at the start of each session in order to teach and reinforce the skills of VCOP.

Writing Genres

All children cover a range of writing genres over the course of the year. Genres addressed at each stage are detailed in Appendix 5. All classes follow the yearly writing calendar (issued at the start of each session) as closely as possible to ensure a consistent pace across the school.

Whole School Approach to Taught Weekly Writing

- Each taught writing jotter should have a content page, where the genre,

date and title are noted, and if appropriate where a piece is stored.

Writing involves a set of complex skills that will not develop **without structured teaching and practice**. Our approach to the teaching of writing includes:

1. The Introduction / Modelling Week

- Each block of writing is introduced in a modelling week. During this week, features of the genre are introduced by the teacher.
- Children then have multiple opportunities to examine, discuss and evaluate exemplar texts either in whole class or groups. Children look to identify the features of the text and vitally, **evaluate how a text could be improved. The main focus should not be on the actual structure of the text but on the content of the piece.**
- A range of resources are used to model exemplar texts including the PM writing big books and individual model texts
- During this week, there is no taught writing lesson
- The genre being taught is displayed on the writing wall together with resources that children may use to help them in their own writing – VCOP etc

2. Planning Session

- Following the introductory week, there will be a block of scaffolded writing sessions addressing the genre being taught.
- Weekly writing stimulus is introduced and discussed – this may be a book, topic suggested by pupils, seasonal or current event. Children may conduct personal research as part of homework or in school.
- Every writing lesson is preceded by a planning session. This is not on the same day as the taught writing. Planning sessions may be whole class in P1-3, group or individual from P4-7
- Children will use a range of planning formats to record their ideas

3. Weekly Taught Writing Session

Children will complete one taught piece of writing per week

- Each block of writing will have an over-arching learning intention EG. 'I can write a non-chronological report'.
- Pupils are provided with the relevant success criteria for their stage that covers both core and genre specific targets. The main focus of the writing lesson is highlighted by the teacher. These may be a mix of genre specific and core targets. (See example in appendix 6).
- Teacher reminds the pupils of the core features of the genre as well as discuss the purpose and audience for writing.
- With the class, the teacher models the construction of a piece of text EG. Introduction.
- Teacher then chunks the lessons and may give a set time for the children to work on their own introduction. Some children may work at a quicker pace and progress further in their writing during

this time.

- Teacher actively supports target children in writing during this time.
- Other adults in the class also support identified children.
- Teacher may stop the class to read over and share pieces of work before returning to model another section of the text and setting the children to work.
- Children are encouraged to regularly check over work and make improvements

4. Weekly Assessment & Feedback

- Learning Intentions are displayed and overarching for the block of writing
- Success Criteria for genre and stage is provided for every pupil
- Main focus of lesson may be highlighted (EG. Introduction, conclusion, using a range of openers.
- Correction of piece should include ticking or traffic lighting the success criteria and highlighting in the text any examples of the focus success criteria
- The school correction code should be followed (See Appendices 8 & 9)
- Feedback should be linked to the focus success criteria
- Self or peer assessment may be used where the pupils carry out the same process of ticking or traffic lighting the success criteria. Pupils should be trained in making evaluative comments. In these instances, the teacher should also have corrected the piece of work.
- Children should be given regular opportunities to review feedback and make improvements to a small section of the text. This activity should be completed as part of the literacy week.

5. End of Block Assessment

- An assessment piece will follow the block of taught writing lessons
- This lesson should be planned for at the same level as other lessons within the block
- During the writing session, pupils will write unaided. Some exceptions may be made for pupils who require support to stay on task or have additional learning needs.
- Teacher will assess the writing piece using the relevant assessment exemplar. (See example in Appendix 7)
- A percentage of core targets achieved is calculated and the pupil is then given the corresponding grading of 1-6.
- The same process is then carried out for genre specific targets.
- For each assessment piece, a pupil is given two gradings – one for core targets and one for genre specific targets.

ICT and other supports should be used throughout lessons where required for support but also to enhance pupil learning.

The teaching of phonics, common words and spelling and grammar

Phonics

Phonics is taught in Primary 1-3 following the school phonic programme (Appendix 10), with a focused lesson and short daily activities to reinforce the learning. Initially in Stage 1 of the phonic programme, two single phoneme sounds are taught per week. This is followed by one taught phoneme sound per week (this phoneme will either be a joined or split phoneme). The teacher introduces each phoneme in a context e.g. through a Jolly Phonics song/story and then demonstrates the letter formation and word building through the use of magnetic letters or interactive whiteboard. The phonic programme is supported by Jolly Phonics materials, Easylearn Phonics, websites, active games and teacher made resources

Pupils are given opportunities throughout the week to work independently or with a partner in a range of activities. This will include the use of magnetic boards and Elkonin boxes to aid the exploration of words and to develop the 'Say, Make, Break, Read, Write' process. Activities focus on hearing the sound, visual recognition of the sound, letter formation and generating words containing the phoneme or sound.

Once pupils have completed Stage 3 of the phonic programme, pupils will continue to develop their phonemic awareness and understanding through the NFER Spelling Programme, a structured and comprehensive programme that aims to build confidence and engage children in their learning in an enjoyable and interactive way.

Common Words P1-P6

Common Words are taught with one main focussed lesson in the week, followed by short daily activities to reinforce the learning. In P1-3 Common words are taught in conjunction with the phonic programme. In P4-P6 these should be taught alongside spelling on a cycle, 2 weeks of NFER spelling, followed by one week of common words. When teaching common words, pupils are taught through a Strategy Spelling approach, which teaches children to problem solve and enables them to spell tricky words which don't always follow patterns or rules. As with the teaching of spelling, pupils will have opportunities throughout the week to work independently and with a partner on active activities (Appendix 13). Common word lists can be found in Appendix 12.

Stage	Number of Common words per week
P1	3
P2	4
P3	5
P4	10 (Full List)
P5	10 (Full List)
P6	10 (Full List)

Spelling

Spelling in P4 –P7 is taught using the comprehensive and structured NFER Spelling lists. Each pupil is assessed at the beginning of the session which provides teachers with accurate information as to what spelling patterns need to be taught.

Pupils work in ability groups, progressively through the NFER Spelling programme. Spelling can be differentiated in both difficulty and also through the number of words to be learned, this should be agreed at planning with your stage partner. These activities should be introduced in a focused lesson in class and then used within the class and as part of homework to consolidate learning. Pupils should be afforded opportunities to practise them **collaboratively** and through a wide variety of interactive activities throughout the week. An example of these interactive activities can be found in Appendix 13.

Grammar

Grammar should be formally taught once a week in line with the school planning framework. Class teachers link grammar lessons to other Literacy based tasks and selectively use Jolly Grammar (P2 and P3) or Nelson Grammar (P4-7) to supplement this. An overview of resources can be found in appendix 14.

Handwriting

In Primary One, pupils will develop hand eye co-ordination and gross and fine motor skills to support handwriting through a wide range of activities. Pupils will initially be taught letter formation alongside the introduction of each letter sound in the phonic programme. They will have opportunities to practise the formation of their letters in a range of multisensory tasks e.g. writing letters in sand, making letters from plasticine. Once all initial letters have been taught the teacher will consolidate how to form the letters following the Nelson Handwriting order.

Handwriting is taught within P2-7 following the Nelson Handwriting script (Appendix 14). Handwriting is a core skill and therefore we have outlined suggested guidance in order to develop these skills. However, class teachers will use their own professional judgment to tailor this to meet the needs of their class.

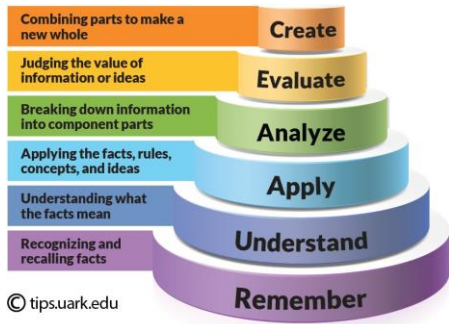
- **P1 3 short handwriting sessions a week**
- **P2-3 2 handwriting sessions a week**
- **P4/5 twice a week**
- **P6/7 once per week.**

Skills for Learning:

'It is important that all learners are given appropriate opportunities to develop their thinking skills. These skills can be developed across a range of contexts including through practical or applied learning opportunities.'

BtC4,p 11

It is particularly important to give learners opportunities to develop their higher order thinking skills. All of these skills should be developed across P1-7 through Literacy activities.



Remembering

Involves recall of facts about information by:

- Selecting
- Listing
- Memorising
- Matching
- Underlining

Understanding

Explain the ideas in the information:

- Report
- Describe
- Review
- Retell

Applying

Use the information in a new way

- Draw/Sequence
- Illustrate
- Demonstrate
- Carrying out
- Changing/modifying

Analysing

Break down the information to understand it better:

- Research
- Group Information
- Experiment
- Debate
- Organising
- Compare & contrast

Evaluating:

Say what I think about the information and back my opinion

- Predict
- Choosing
- Make judgements
- Justify
- Checking

Creating:

Use the information to build new ideas:

- Reorganising
- Imagining
- Producing
- Problem Solving
- Designing
- Devising

Links with other areas of the curriculum

In addition to the opportunities to develop Literacy in all aspects of learning, there are strong connections between learning in English and learning in other areas of the curriculum. There are close links, for example, between the Expressive Arts and creative writing, and Social Studies and critical literacy. Interdisciplinary studies are likely to involve both research and a strong element of presentation, and provide valuable opportunities to extend language skills. In Numeracy, information handling outcomes link clearly to the critical literacy outcomes where learners are asked to assess the reliability of information.

Whatever the sector, whatever the subject area, young people will be:

- engaged in talking together to deepen their learning and thinking
- working together to prepare for reading unfamiliar texts
- reading a wide range of texts to gather and analyse information for a range of purposes
- writing clear explanations
- communicating information or opinions.

Planning

Teachers will plan Literacy based activities which show differentiation, continuity and progression. Teachers' evaluations inform future planning. We have recently revised our Literacy planners to show skills progression across Early, First and Second Levels.

Assessment and Reporting

Assessment in Literacy and English will focus on the responses of children and young people to the language and to the ideas and information that they find in texts and in the development and application of their skills in Listening and Talking, Reading and Writing. Staff encourage children to develop self and peer assessments skills in order to be fully involved in the assessment process.

Teachers will see evidence of their progress through children and young people's growing skills in communicating their thinking and using language appropriately for different purposes and audiences. Much of the evidence will be gathered as part of day-to-day learning. Teachers will carry out summative assessments three times a year in all three organisers to inform professional judgment.

Currently within East Dunbartonshire P1, P4 and P7 children complete SNSA assessment in Reading and Writing. This is used to examine learning and teaching and also identify any areas of strength and development for pupils. This information along with day to day assessment information is shared with parents at Parents' Evenings. Learning profiles and the formal report also provide information on the development of the Literacy skills.

Parental and Partner Engagement

Literacy, as responsibility for all, includes parents/carers and the wider community. To ensure our learners get the best start in life, are well-supported in their learning and achieve their full potential, we strive to develop positive relationships with parents and partners. This relationship will provide opportunities to share the positive message about Literacy, raise expectations, and build capacity in families and communities to support children and young people.

Our home learning promotes active learner engagement and provide opportunities for parents and children to talk about learning in Literacy whilst identifying real life connections. Literacy home learning tasks are mainly through Bug Club and spelling activities which enhance and complement work being completed in school.

We engage with our partners and parents to support learners in recognising the relevance of Literacy as an important skill for learning, life and work. We take every opportunity to highlight the importance of the Literacy curriculum through events and programmes involving families and the local community e.g. stay and play events, school open days, World of Work week, Read, Write and Count, Bookbug bags and The First Minister Reading Challenge.

As a school we continue to make use of East Dunbartonshire's Parental Engagement Strategy (2018) to further develop our approaches to family learning and parental engagement to ensure that parents feel well supported and have the necessary skills to help their children to learn and enjoy Literacy.

Roles and responsibilities

Teachers are responsible for the planning and implementation of Literacy and English based activities with the pupils that they teach. Classroom assistants and Support for learning assistants are used to support and challenge individuals as directed by the class teachers.

The HT and DHT are available for advice and consultation.

Monitoring

The HT and DHT will monitor learning and teaching in Literacy and English. This is achieved through learning and teaching meetings, tracking meetings, monitoring children's work in jotters and on displays, class visits and pupil learning conversations. Teachers also take part in regular moderation activities to increase awareness of a shared standard across literacy.

Appendix 1A - Literacy Week Exemplar P1-3

Monday	Phoneme Introduction – ai (Prior knowledge, words and pictures, magnetic letters) Handwriting – tall letters h and b			
	Group 1	Group 2	Group 3	Group 4 / Individual
	Phonics – ai word web Common Words Revision – Newspaper Letters Reading Day 4 – Follow up task – linked to grammar from week previous	Phoneme Task - ai word web Common Word Revision – Paired Spelling Reading Day 3 – This is my Pet	Phoneme Task – ai word web Reading Day 2 – I Like to Play Common Words Revision – Rainbow Writing	Reading Day 1 – Pippa’s Lost Dog (Intro) Phoneme Task - ai word web worksheet Common Words – Read, write, trace Smartpal
Tuesday	Common Words – time, long, been – discussion points magic e, ee, ng phoneme, shape of word, word in a word Grammar – (Nouns – explanation, noun hunt, flashcard sort, go over task.			
	Group 1	Group 2	Group 3	Group 4 / Individual
	Reading Day 1 – Butterflies (Introduction) Phoneme Task – ai Sound Story Common Words – Rainbow Writing	Grammar follow-up task - Nouns board work Phoneme Task – ai Sound Story Common Words – Newspaper Letters Reading Day 4 – Independent follow up task – noun hunt	Grammar follow-up task - Nouns board work Phoneme Task – ai Sound Story Reading Day 3 – I Like to Play (Teacher led) Common Words – Paired Spelling	Grammar follow-up task – differentiated w/s Reading Day 2 – Pippa’s Lost Dog – T led) Phoneme Task – ai sentences – underline the ai word in the sentence. Copy underneath Common Words – Play dough words
Wednesday	Phoneme Follow-up (ay) Handwriting – tall letters h and b			
	Group 1	Group 2	Group 3	Group 4 / Individual
	Phoneme Task – ay word list / mag board Reading Day 2– Butterflies Common Words – Paired Spelling	Reading Day 1 – Spot the Shape - Intro Phoneme Task – ay word list / mag board Common Words – Rainbow writing	Phoneme Task – ay word list / mag board Common Words – Newspaper Letters Reading Day 4 – Independent / paired read / Independent follow up task	Phoneme Task – ay word list / mag board Common Words – Read, write, trace Smartpal Reading Day 3 – Pippa’s Lost Dog
Thursday	Whole Class Writing			
Friday	Handwriting – Spelling Assessment -			
	Group 1	Group 2	Group 3	Group 4 / Individual
	Common Words – Free choice from week’s tasks Phoneme Task – ay word list / mag board Reading Day 3 – Butterflies	Common Words – Free choice from week’s tasks Reading Day 2– Spot the Shape (Teacher led) Phonics – ai / ay bingo	Reading Day 1 – Zip Zap (Introduction) Common Words – Free choice from week’s tasks Phonics – ai / ay ipad game	Phonics – Teach your Monster to Read Common Words – Free choice from week’s tasks Reading Day 4 – three letter word hunt

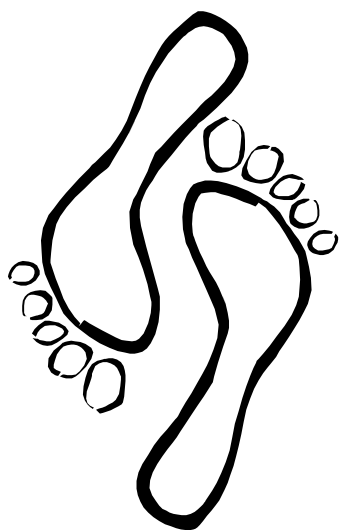
Appendix 1 B - Literacy Week Exemplar P4-7

Monday	Handwriting -			
	Group 1	Group 2	Group 3	Group 4 / Individual
	Handwriting - Grammar – Consolidation task from last week Spelling with Gp 2 – NFR List or CW	Handwriting - Grammar – Consolidation task from last week Spelling with Gp 1 – NFR List or CW	Handwriting - Spelling – NFR List or CW Grammar – Consolidation task from last week	Handwriting - Spelling – NFR List or CW Grammar – Consolidation task from last week
Tuesday	Grammar -			
	Group 1	Group 2	Group 3	Group 4 / Individual
	Reading – Day 1 Grammar – Follow-Up task Spelling – Dictionary definitions / Thesaurus – synonyms	Grammar – Follow-Up task Reading – Day 2 Spelling – Dictionary definitions / Thesaurus – synonyms	Grammar – Follow-Up task Spelling – Look, Cover, Write, Check Reading – Day 3 (Optional teacher led, depending on need of group)	Grammar – Follow-Up task Reading – Day 1 Optional teacher led, depending on need of group) Spelling – Doorway Online / Read, Trace, Write
Wednesday				
	Group 1	Group 2	Group 3	Group 4 / Individual
	Reading – Day 2 Grammar – Follow-Up task Spelling – Silly sentences, paragraph	Grammar – Follow-Up task Spelling – Silly sentences, paragraph Reading – Day 3	Grammar – Follow-Up task Spelling – Alphabetical Order Reading – Day 1 (Optional teacher led, depending on need of group)	Grammar – Follow-Up task Reading – Day 2 Spelling – Doorway Online /additional task
Thursday	Whole Class Writing	Whole Class Writing	Whole Class Writing	Whole Class Writing
Friday	Spelling Assessment –			
	Group 1	Group 2	Group 3	Group 4 / Individual
	Reading – Day 3 Spelling – Choice of spelling game	Reading – Day 1 Spelling – Choice of task	Reading – Day 2 Spelling – Choice of spelling game	Spelling – Doorway Online / choice of spelling game Reading – Day 3 Optional teacher led, depending on need of group)



Teaching Reading

from P1 to P2/3





Main Points

Reading needs to be TAUGHT not HEARD

Early Level

- Aim towards a maximum of 3 main reading groups only. This makes the teaching sessions manageable.
- Pupils with identified gaps in learning should continue to be taught as per their action plan but can join in with the most appropriate group for some activities (e.g. listening to the story being read)
- Reading taught *at least 4 times a week*
- Reading needs to be timetabled - not slotted in (See Literacy Week Planners)
- Total session per day session lasts for approximately 40 minutes [eg 2 groups of 20 minutes, 1 group with CA, where applicable]
- Pupils grouped by similar ability
- Books should be set at a 'readable' level - it's what you do with the text that is most important.
- A book should last no more than a week no matter their ability.
- You will need *up to 12* copies of each title. This ensures you have enough books for each of the 3 groups.
- Take opportunities to use a variety of levelled materials by different publishers i.e. supplement core resource with group novels.
- Use a variety of Genre. This should include non-fiction, poetry, play scripts etc.
- Books are sent home but not to prepare. Home reading needs to be a repeat of what is done in school - a bonus session
- Make best use of your classroom assistants by asking them to introduce a book to a group followed by a general discussion. This frees up the teacher to work on comprehension with another group.
- The classroom assistant may also be used to give pupils an extra session for fluency or to play games/ introduce a book through a talking story (ICT)

First Level

Increase in the frequency of independent reading sessions. These could be overseen by a classroom assistant. See booklet 'Moving on with Reading' Section.

Early level



LEARNING TO READ

When learning to read, pupils need to be taught and learn how to use a vast amount of strategies and skills. This needs to be carefully planned for to ensure that all of these skills are acquired, practised and developed.

The Approach

1. The whole book - Enjoying
2. The sentence - pursuit of meaning
3. The words - Author's use of language
4. The sounds - decoding

Organising

Each session has been divided up into 3 sections:

- before reading
- during reading
- after reading

THE APPROACH

DAY 1 Enjoying

Teacher or support staff led

Collaborative learning underpins all aspects of this approach and should be used during all aspects of discussion and questioning. This means the pupils are active learners as they are being asked to discuss in pairs throughout the lesson. Two tips to help train the pupils in this - have 'no hands up' and ask open ended questions.

Before Reading

Discuss the cover

- Predict and justify- **what, where, who, when** [links to writing]
- Title
- Author/illustrator
- Genre - again justify
- Introduce any tricky vocabulary

During Reading


Teacher reads the book to the children

- Allow the children to see the pictures
- Stop occasionally and discuss what is happening *in the pictures*
- Stop occasionally and predict what might happen next
- Stop to discuss any tricky words, punctuation and recognisable phonemes

After Reading

- Relate the story to their own personal experiences
- Discuss the story generally - always justify
 - How did the story make them feel?
 - What was their favourite part?
 - Did they like the ending? Can they think of an alternate ending?

CfE: Early level

DAY 2  **Pursuit of Meaning**
Teacher or support staff led

Before Reading

- Now that they know the story, do they think the illustration/title are good - justify
- Think of new titles / covers
- Ask the children to **re-tell** the story in their own words

During Reading

Book is read together

- *Everyone at same time*

- Stop occasionally and ask a comprehension question
 - e.g. What is happening and why?
 - How is the character feeling and why?

* If the pupil answers YES or NO then the question is too 'skinny'

After Reading

Select and talk about part of the story

- Sequence of events
- Reasons for events (and Non events!)
- Characters' behaviour, feelings and relationships and relate these to their own experiences.

CfE: Early level

DAY 3 - 4  **Author's use of language**
Teacher led

Before Reading

- Recall any tricky words for meaning
- Recall favourite words/phrases and list. *This could be added to reading/writing wall or book of wonderful words or fantastic phrases.*
- Why did they like them?

During Reading and After Reading

- Ask a child at random to read a page/pages
- After each child ask a question related to the text
 - e.g. Find a word that rhymes with 'hat'
 - How many sentences on page 6? - justify
 - Why has 'Floppy' got a capital letter ?
 - Find the biggest/smallest word
 - Find a word that means the same as/opposite to ...
 - Which word tells us how Biff is feeling ?
 - How do you know that Chip is speaking ?
 - Why is there a ! on page 6. What is it called?
 - Draw a question mark in the air and find one on page 8
 - How could you join the two sentences on P4 ?

CfE: Early level

FINAL DAY Decoding

Before Reading

- Look closely at any environment print
 - sentences or phrases?
 - Choice of words
 - Size and style of font
 - *And discuss the effect of the above*

During Reading

Teacher or support staff led

Within their group, the children take turns to read the book aloud

- To the teacher or
- With microphone using IT or
- In pairs/trios or
- ask the pupils to read the whole book silently

After Reading 1 - after reading to the teacher or silently

- Ask some questions relating to the sounds/spelling used e.g.
 - Look at the word on page 6 and write it in the air. Check. Did you get it right? (look, cover, write, check)
 - Can you find two words inside 'playground' on page 7 ?
 - Add a letter to 'nail' on page 12 to make another word.

After Reading 2 - after reading with microphone using IT or in pairs/trios

- Self/peer assessment and Evaluation
 - What did they like about their own/partner's reading?
 - How could they make it better?



READING HOMEWORK - P1/2

It has been found that the following routine of home reading has a very positive effect on a child who is learning to read and it is therefore important not to miss out any of the steps.

Your child will be reading **daily** in class and doing many associated tasks and games.

At home your child will be asked to repeat what has already been taught in school but, as you know, "Practice makes perfect".

Day 1: Read the story **to** your child and discuss what happens and why. Talk about the pictures, the characters, their feelings and where the story takes place. You may also wish to talk about the title, author and illustrator.

Day 2: Share the book together. You and your child could read it at the same time or you may prefer to read a page each. Talk about the words and letters, full stops, capital letters, question and exclamation marks.

Day 3 - ? Let your child read the pages indicated to you. Remember to give lots of praise.

Final day: Let your child read the whole book to you. Talk about their favourite pages, words and pictures. Cover the pictures and see if they can still read it.

At all times try to be as enthusiastic as possible.

Thank you.

Head Teacher



WORDLESS BOOKS

The first 'reading' books that your child will bring home tell a story through illustrations rather than text. This allows children to learn how stories work and the order and direction in which to read. The absence of text encourages the children to focus on the illustrations in order to find out what is happening in the story. By learning to retell the story in their own words, they are developing the oral skills needed to become successful readers.

How can you help at home?

Day 1:

- Tell your child the story in your own words. There may be a prompt card supplied to help.
- Look at the pictures in the storybook. Talk about them and tell the story together.

Day 2:

- Ask your child to re-tell the story in their own words. Encourage them to add as much detail as possible.



*Your child may also bring home a word list. Please could you help your child practise every day. To make it a bit more interesting, you could try making an extra set and playing pairs or snap etc.



Moving on with Reading

From P2/3 CfE: First Level

By the end of the first year in CfE First Level (end of P2) pupils are expected to be able to read a long and unfamiliar text, decode it and answer a series of comprehension questions.

Children should be learning how to independently read and understand a **sustained** piece of text. At this point, there should also be an increase in the variety of texts that are being read e.g. different publishers, styles and genre. This is especially important if the children have become used to a diet of solely one publisher.

Set out below are some ideas as to how this might be achieved.

MOVING ON WITH READING



DAY 1~ Enjoying

INDEPENDENT SESSION

[This session could be overseen by a Classroom Assistant]

Before Reading – with a partner

- Discuss the cover or title and predict what the story/text might be about - what, who, where, when
- For Non Fiction, they could discuss what they already know about the subject and what they might find out.

During Reading

- Read the book /chapter/text silently. **This is a solo read.**
- Write down any unfamiliar words on a whiteboard/jotter
- Read the same book/chapter/text **in pairs**. Pupils read alternative paragraphs aloud *or* read aloud together.

After Reading

- Pairs talk about how well they read and how they could improve
- Pairs discuss and clarify the unknown words from the white board
- Pairs relate the story/text to their own personal experiences
- Pairs discuss the story generally - always justify

MOVING ON WITH READING



DAY 2 - Pursuit of Meaning

TEACHER LED SESSION

Collaborative learning underpins all aspects of this approach and should be used during all aspects of discussion and questioning. This means the pupils are active learners as they are being asked to discuss in pairs throughout the lesson. Three tips to help train the pupils in this - have no hands up, ask open ended questions and ask the pupils to find the evidence in the text.

Before Reading

- Ask the children to **re-tell** the story/ chapter/text in their own words
- Discuss which parts they liked/didn't like and why?
- Recall any tricky words and their meanings

During Reading

- Ask the pupils to re-read a page/paragraph aloud in the group. Choose the pupil at random or ask the reader to choose next person.
- Stop regularly and ask a comprehension question - Answers must always be justified.
 - e.g. Where/when is the story set ?
 - Who are the main characters?
 - What kind of people are they - kind, deceitful etc
 - Is there anything that puzzles you?
 - Can you explain why.....?
 - How do you feel about..... ?
 - What words give you that impression?
 - Why did happen ?

** If the pupil answers YES or NO then the question is too 'shallow'*

After Reading

- Lead discussion around group -
' I think my reading was because'
..... was a good reader because.....'

MOVING ON WITH READING



DAY 3 - Pursuit of Meaning / Author's use of language

INDEPENDENT or TEACHER LED SESSION

[This session could be overseen by a Classroom Assistant]

Before Reading

This part could be done in pairs or as a whole group.

- Recall 2 or 3 favourite words or phrases or character descriptions or good beginnings/ endings and list on whiteboards. *These could be added to reading/writing wall or book of wonderful words or fantastic phrases.*
- Why did they like them? Why were they effective?
- For Non Fiction, pupils could recall 3 new facts that they have learned.

During Reading

Within their group, the children take turn to read **set pages** aloud -

- To the teacher/ classroom Assistant or
- Using Microphone with IT (independent)
- randomly within the group (independent)
- or a mixture of the above

After Reading

- Pupils ask each other a few comprehension questions to be answered orally. *This could be from a selection of questions on a prompt card.*
- Pupils complete written answers for 3 or 4 additional questions. These should include some author's use of language questions.

These could also be taken from a prompt card or written on the blackboard or sheet.

E.g. Which phrases did the author use to describe the character?

What kind of character has the author created ?

The teacher may use this time to explain and demonstrate the task that the children will be working on the following day

MOVING ON WITH READING



FINAL DAY - Follow up work

INDEPENDENT SESSION

This session is an opportunity for the children to complete a variety of follow up activities. They could work individually or in pairs and could perhaps do more than one activity in a session. The activities should be set at a level that allows them to work independently from the teacher. Suggestions are given in the booklet 'Follow up tasks for reading P1-3'. Children should do one written follow up activity per week.

READING HOMEWORK - P2/3

It has been found that the following routine of home reading has a very positive effect on a child who is developing their reading skills and it is therefore important not to miss out any of the steps.

Your child will be reading **daily** in class and doing many associated tasks and games.

At home your child will be asked to repeat what has already been taught in school but, as you know, "Practice makes perfect".

Day 1: Today your child read the book/chapter silently and then with a partner. Please ask them to retell the story to you in their own words. Ask them about the characters, their feelings and where and when the story takes place.

Day 2- ?: Let your child read the pages indicated to you. Remember to give lots of praise.

If they are finding it tricky, try reading it together (at the same time) first. Discuss the meanings of any difficult words.

Final day: Let your child read the whole book/chapter to you. Ask them about the story in general and discuss their favourite pages, illustrations and phrases.

At all times try to be as enthusiastic as possible.

Thank you.

Head Teacher



THE 'GOLDEN' 5 MINUTES



A 'top tip' for making your core reading lessons as effective as possible is to make time for 5 golden minutes at the end of each session. Bring all the children together to share what the groups working on a follow up have done. Choose one 'good' example for each different task and ask that pupil to explain to the class the learning intention and how they went about it.

Peers are invited to say why they thought the work was good and the teacher has the opportunity to add additional points.

Always choose an example that is good. To boost moral, it may be idea to *also* choose someone who has improved and ask them to tell the class what they have done to improve (great opportunity for self evaluation)

Golden benefits of doing this include-

- ✓ Pupils see a good model
- ✓ They learn what is expected in terms of quality and quantity
- ✓ Most will raise the standard of their work
- ✓ More will finish the task on time
- ✓ The teacher will need fewer explanations of tasks as they will see new ones modelled
- ✓ Pupils are given opportunities to evaluate their peers
- ✓ There are opportunities for self evaluation
- ✓ You can collect a bank of examples to show when needed

*** You also have the opportunity to discuss and praise the other groups if they worked particularly quietly and/or independently thus modelling desired behaviour.**

ADDITIONAL FLUENCY OPPORTUNITIES



It is important to offer *additional* sessions for fluency practice, in infant classes in general, but also for older pupils who have or have had reading difficulties.

These additional sessions should be purely for **fluency** so the books should not be introduced or discussed in the same manner as their other reading books.

A suggestion would be to allow the pupils some element of choice, where possible, and simply allow them 10-15 minutes to share the book with a friend in class. They would then take them home for one night only, with guidance as to their use e.g. "This book is for fluency practice **ONLY**. Please encourage your child to read the book aloud to an adult."

The book would be returned the following day but would not be discussed or questioned by the teacher. There may, however, be an opportunity for pupils to pair up and *briefly* (5 mins) discuss or share their book.

Key points



Try to include some element of choice of reading book. You may have single copies of books or there may be books not being used e.g. some ORT 'more' stories



The books need to be 'readable' so you may have to go down a level for some children.



You will probably find that once they reach stage 5 ORT/ Green (bookbanded), they will be able to read more confidently and will manage the equivalent level.



You could bring in an element of challenge by offering your most able more difficult books.



Try to offer these additional books for fluency about every second or third week, especially from term 3 or 4 in P1



Keep these classroom sessions 'adult' free to promote independence



Usual reading arrangements do not need to be put on hold on these fluency reading days - they can be additional. However, it's best to fit them in after they have had their other reading book a few days.

PUPILS WHO REQUIRE SUPPRT

Pupils who require support for reading or pupils who are usually taught reading on an individual basis would continue to be taught as usual. This will probably be through a mixture of class teacher lessons and support for Learning.

In addition these pupils can often be slotted into the most appropriate group for the some of the core reading activities. This may be simply to listen to the story being read by a peer or teacher or support staff and to contribute during the discussion. On other occasions, the follow up task may also be appropriate.

MOST ABLE PUPILS

Your most able pupils will have been slotted into a reading group. This allows for these pupils [some of whom may have previously been individual readers] the opportunity to enhance their talking and listening skills; to develop their ability to justify their answers in greater detail whilst taking into account other people's opinions and to learn to interrogate the text in more depth through the use of collaborative strategies.

However, it is very important that teachers also give these pupils the opportunities to experience more difficult texts.

Opportunities to 'stretch' your most able pupils

- One of the most effective ways is to differentiate their follow up activities, not only in expectation but also in the actual activity given. You may wish to use some of the ideas from the booklet 'Follow up activities for P3/4 - P7 (Appendix 3)'. Differentiated activities need not be given on every occasion.
- On occasion, the teacher may choose to give the most able a trickier text. It may be for independent reading only [individual and/or collaborative] to practise fluency. The pupils could question each other and discuss unknown words.
- Or you may wish the Additional Support Teacher to work with the most able pupils in the group whilst the teacher works with the other part

CORE READING

P3/4 - P7
Extending into S1/S2



MAIN POINTS

- Reading needs to be TAUGHT not HEARD
- Aim towards a maximum of 3 reading groups only. This makes the teaching sessions manageable
- To allow for their needs to be met, groups should be organised by ability.
- 3 sessions per week: 1. 'Before/During Reading', 2: 'After Reading', 3. 'Follow up'
- Teacher works with group once a week for 'After Reading' session.
- Groups and sessions are rotated i.e. one group on session 1, one group on session 2 and the third group on session 3.
- Pupils who require support are continued to be taught as usual but **in addition** work with the most appropriate group for some sessions.
- Each session lasts for approximately 45 minutes
- Pupils of **similar** ability will work in trios/pairs as well as individual/group
- To strengthen the link between reading and writing its better not to set pupils
- To train pupils in **sustained** reading, books should be **chapter** books.
- Books should be set at a 'readable' level - it's what you do with the text that is most important.
- Books should last no more than 3 - 4 weeks, a total of 12-15 titles a year.
- You will need *up to* 12 copies of each title. This ensures you have enough books for each of the 3 groups.
- Use a variety of levelled materials by different publishers rather than simply working through a 'scheme'
- Classic novels should be included, especially to challenge more able pupils.
- Use a variety of Genre. This should include non-fiction, poetry, play scripts etc.
- Don't always send home core reading books. At times, use other books as home readers and keep core readers in school. Focused teaching time can then be spent doing guided reading, using the core reader. Home books could be pupil's own choice.

DEVELOPING & EXTENDING READING

To help them to develop and extend their reading, pupils need to be taught and learn how to use a vast amount of strategies and skills. This needs to be carefully planned for to ensure that all of these skills are acquired, practised and developed.



CORE READING

Collaborative learning underpins all aspects of this approach and should be used during all aspects of discussion and questioning. This means the pupils are active learners as they are being asked to discuss in pairs throughout the lesson. Three tips to help train the pupils in this - have 'no hands up', ask open ended questions and ask the pupils to find the evidence in the text.

3 sessions each week.

- **Before and During** reading is one session in the week. This session is for fluency and is the session where pupils work independently.
- **After Reading** is the session where the teacher works with the group. This session is primarily for comprehension, but part can also be allocated for looking at writer's craft, including grammar and punctuation, and to listen to and discuss fluency.
- The final session is where the group is set a **follow up task** in relation to the text. Once the task has been set the pupils work independently on it, either individually, in pairs or in their group.

PUPILS REQUIRING SUPPORT WITH READING

Pupils who require support for reading or pupils who are usually taught reading on an individual basis would continue to be taught as usual. This will probably be through a mixture of class teacher lessons and support for Learning.

In addition, these pupils can usually be slotted into the most appropriate group for the core reading. An example is below:

Session 1

Chapter could be read **to** the pupil by a member of the support staff OR by a peer OR pupil could listen to the chapter on an audio cassette/CD.

Session 2

The pupil would participate in the group discussion which is led by the teacher

Session 3

The follow up may be differentiated OR worked on collaboratively with a peer



CORE READING

Session 1 - Before Reading/During Reading

Before Reading:

Pupils:

- work in **pairs** to discuss texts..
- talk to partner about what has happened in the previous chapter and what might happen in the next one they are about to read.
- discuss 1 or 2 bullet points from a task card e.g. the genre and its features, discuss generally what has happened so far or their opinions or views about characters or events up to this point.
- make notes together on whiteboard or in a jotter.

During Reading:

Pupils:

- read for fluency. Pupils to have **up to 3** reads of the text (usually only once or twice depending on text-see top tip below)
- mixture of:
 - Solo read to get the idea of the chapter (silently)
 - Paired read - read a paragraph each with a partner (aloud)
 - Read around the group by themselves, page or paragraph each. This is an independent task.
- Note any words they are unsure of on a whiteboard or jotter and discuss in context. If meaning cannot be determined using known strategies, pupils clarify using a dictionary.
- Children talk to their partner how they think they (or their partner) have read, why this was and what they could do to improve.

TOP TIP You may find it useful to allocate a time for the pupils to read silently as this allows them all to stop at the same time. When they pair up, they would begin to read starting from the page reached by the slower of the two readers in the pair. Please see pupil's prompt card at the end of this booklet

This part of the session could also include listening to the text recording themselves reading and discussing how they have read, as well as reading to each other in the group.

CORE READING

Session 2 - After Reading.

This is the session where the teacher focuses on working with the group, usually for comprehension, discussing and questioning the text. Comprehension skills will usually be the focus after reading. **Not every chapter in a book has to be questioned; some may be read for fluency with the teacher or may simply be read at another time.** The teacher may also spend time looking at writer's craft through a core reading book.

Questioning the text

- Share the Learning Outcomes/success criteria with the pupils for this session (linked to the core skill being taught)
- Pupils are already familiar with the chapter from the previous session. They could recap (summarise) for the teacher or for any absent pupils, what the chapter was about.
- Discussion and questions (see collaborative learning above) could include looking at the genre and its features, settings, main events, character's description/behaviour, conclusion, pupils' own opinions of characters / events/ writer's style and its effect, persuasion, bias, inference etc Pupils/pairs should re-visit the text to answer questions and to justify their answers.
- You may not be in a position to read/prepare for every chapter for each of the groups. General questions tease out the information to allow you to expand. eg
 - What is the atmosphere of this chapter? What makes you think that?
 - What was the main event in this chapter?
 - What do you think about the action/main event? Why?
 - How did the main character feel about that? How do you know?
 - Was the character justified in his actions?
 - What effect did his actions have on the other characters? What words give you that impression?
 - Can you explain why you think the main event happened?
 - What do you think might happen next? What makes you think that?
 - Is there anything that puzzles you?
 - Where do you think the author has been the most effective? Why?
- **Peer/self evaluation** of learning outcomes: comprehension/understanding but also can include listening skills, taking turns, valuing others' opinions, clarity, appropriate responses, inclusion, confidence, working together etc
- **A specific skill (summarizing, inferential questioning, note taking etc) is modelled by the teacher in this session. A set task is introduced and explained for the children to continue with in the next session.**

- ❖ **Additional fluency** - There may be a little extra time in session 2 to allow **some** of the pupils to read aloud to the teacher or to read on in pairs as an additional activity. Peer/self assessment - expression, clarity, pace, volume etc
- ❖ Alternatively the final few minutes can be spent explaining their follow up activity ready for the next session, the success criteria and your expectations in terms of presentation, content, working together etc.
A quick recap would be all that is needed at the beginning of the next session.
Better still - ask the pupils to tell you/each other what is expected.



CORE READING

Session 3 - Follow Up

This session is when the pupils work on follow up reading/writing activities, **relating to the text and skills being taught. All groups should complete one written task per week.**

Children can work individually/pairs/groups on follow up activities but they should be afforded plenty opportunities to work collaboratively. ICT can also be used to support some of these activities. Children may complete more than one activity in this session. Pupils should be given a variety of activities over the term, carefully planned to develop and extend their skills.

Workbooks/worksheets should be kept to a minimum. Do not make a worksheet if a plain piece of paper will do.

(Please refer to the booklet- **Follow Up Tasks for Reading- Appendix 4**)

Suggested time management

The teacher is in charge of managing the time so no-one is waiting whilst others are finishing. All groups finish at the same time.

Session 1- If a pair/group finishes, pupils may be asked to think up comprehension questions for another pair

Session 2 - led by the teacher so time management is not an issue

Session 3 - DO NOT have a 'marking tray'. Everyone stops at allocated time and are praised for finishing on time. If you know the task will be completed early, pupils can read their own choice of books.

MOST ABLE PUPILS

Your most able pupils will have been slotted into a reading group. This allows for these pupils [some of whom may have previously been individual readers] the opportunity to enhance their talking and listening skills; to develop their ability to justify their answers in greater detail whilst taking into account other peoples' opinions and to learn to interrogate the text in more depth through the use of collaborative strategies. **However, it is very important that teachers give these pupils the opportunities to be further challenged in their reading.**

Opportunities to 'stretch' your most able pupils

- One of the most effective ways is to differentiate their follow up activities, not only in expectation but also in the actual activity given. For example the most able two/three pupils in the top group may be asked to expand a character description from the chapter, using the same tone as the author, whilst the remainder of the group may be asked to list the same character's main features. Differentiated activities need not be given on every occasion.
- During the session with the teacher, these able pupils may spend the last 15 minutes on an additional independent follow up activity eg completing a few written comprehension questions. The remainder of the group would continue working with the teacher, perhaps having a fluency practice.
- On occasion, the teacher may choose to give the most able a different text. This may be a classic/trickier book that has only one or two copies. Sessions 1 and 3 would be the same as usual. During session 2, the teacher would instruct the most able two/three to ask each other oral comprehension questions, whilst she/he works with the remainder of the group. An alternative would be for the teacher to spend 20 minutes with each part of the group whilst the other part is reading an additional chapter.
- You may wish the Additional Support Teacher to work with some of this top group whilst the teacher works with the other part.
- Because the books are not going home and pupils are not working through a 'scheme', it is easier for the teacher to move pupils from one group to another. If a pupil is making very good progress in the middle group, they could be given an opportunity to work with the top group for one novel. If it's a success, they stay. If not, they can be given another opportunity later on.
- Sometimes it is appropriate to allow a very high attaining pupil to work with an older class for reading.

Gender -

- Sometimes by P7, the books being offered may appeal mainly to the girls or vice versa. On these occasions, it may be most beneficial to split the group with, for example, offering 'Treasure Island' or 'Jane Eyre'. Sessions 1 and 3 would be the same as usual. During session 2, the teacher would spend 20 minutes with each part of the group whilst the other part is reading an additional chapter.
- Our research has shown the most able girls benefit from working collaboratively with other very able girls. These most able pupils should, therefore, be given regular opportunities to work in single sex pairs for core reading.

Reading Prompt Card

If you have been given a new book

- Discuss the cover
- Read the synopsis
- Discuss what the book might be about
- Predict where and when the book may be set
 - Discuss possible characters

If you are continuing a book

- Discuss what has happened so far
- Discuss any questions you have been given

Begin to read silently

for _____ minutes

Paired read

Now read aloud with your partner the pages you have been given [use your quiet voice]

Ask each other five questions about what you have read

2 Stars  ...

What did you like about your reading?

What did you like about your partner's reading?

and a wish 

What could your partner do to read aloud better?



Follow-up tasks for reading

P3/4 - P7

Extending into S1/S2

Points to note:

- ✓ *Tasks should be planned carefully to allow for breadth, depth and progression in the pupils' skills.*
- ✓ *Pupils should be suitably challenged through the use of increasingly complex texts but also in the range of activities given. Expectations should be consistently high.*
- ✓ *Pupils should be given plenty opportunities to work collaboratively on follow up activities*
- ✓ *Activities may need to be differentiated to stretch your higher attaining pupils within the group or differentiated to support others within a group who may need easier tasks.*
- ✓ *The skills needed to complete the tasks should have been taught either during teacher led session or through a whole class reading for info/writer's craft lesson. The follow up sessions are for consolidation, and for some, additional challenge.*
- ✓ *Try to include some choice for the pupils on a regular basis.*

Some Ideas for P3/4 - S1/2

~ Most of these activities can be extended or simplified to meet the needs, yet still challenge all pupils in P3/4 -S1/2. The amount of support will vary as will the texts used, however expectations in presentation, content and length of written work should be consistently high and show progression. They are intended to be completed with increasing independence. Hopefully the ideas given may inspire other ideas! ~

- Write answers to comprehension questions.
- Write questions to go with the book. Ask your partner to answer them. [Pupils previously taught how to ask 'good' questions]. Older pupils could be taught questioning skills using *Blooms Taxonomy*.
- Read the chapter again for pleasure or read next chapter~ key to moving the book along.

- Find the main ideas - summarise the 3 important events from the chapter.
- Write down 10 fascinating facts you learned from a non-fiction book.
- Make an author's plan. The template at the back of this booklet can be used as scaffolding when learning this skill.
- Summarise the story- a summary chart is included in the booklet for younger pupils.
- Re-tell the chapter. Pupils take notes on Post-Its, one for each page. Re-tell the story to partner/group using only the Post-Its.
- Re-write alternative beginning or ending for text.
- Write a book review.
- Write a personal response to the text. The teacher would need to be specific as to what is required. See booklet 'Writing in different formats' for teaching strategies.
- Add new vocabulary to personal/group phrase book or a Reading & Writing Wall with definitions.
- Add examples of effective beginnings/endings/phrases etc to phrase books to be used in their personal writing.
- Make up a new title for each paragraph/chapter. This is quite effective as you are asking the pupils to summarise.
- Design a new cover and title for book that has been completed. Include the back cover and ask pupils to write their own synopsis first. Pupils should not have the book to work from.
- Predict what will happen next in the book. The book may have to be removed to avoid pupils' reading on!
- Dictionary/thesaurus work, e.g. highlight 10 tricky words or phrases for a partner to find and clarify or to give an alternative for.
- Pick a descriptive word from the text and use a thesaurus to find 5 synonyms and antonyms.

- Choose a descriptive passage from the book and write a list of examples of imagery - similes, metaphors, alliteration etc. Add 2 more of your own (in keeping with the theme of the extract)



- Dictionary/thesaurus work, e.g. Find 20 words beginning with 'A' and put in alphabetical order. Pupils often find alphabetical order using the second and third letter quite tricky but it is an essential life skill!
- Grammar Hunt - read and find a given number of nouns or verbs, adverbs, pronouns etc
- Spelling - with a partner, find the longest/trickiest word from each page in the chapter and teach each other how to spell them.
- Draw and label a character/setting from the description in the text. Labels should be phrases.
- Write about what a character might be thinking or feeling. Write it in the first person, using speech bubbles or speech marks.
- Make a labelled drawing or a chart, using information from a non-fiction text [or from a fiction text]
- Make a map showing location from the clues given in the text.
- Expand on a character description; include personality as well as appearance.
- Find 10 adjectives/adverbs and give alternatives.
- Look in text for alternatives for said and make a chart for the wall. Others can add to it from their novels (alternatively words for happy/sad/big etc)
- Write a talk expressing your own opinions about a character/the story, justifying your opinion. This can be done in pairs. Give the talk to the rest of the group. Opportunity for peer/self/teacher evaluation of talking and listening skills.
- Re-write a paragraph as a report (e.g. newspaper) rather than narrative.
- Write a newspaper report using the same facts but a different bias

- Write a quiz to go with a Fiction or non-fiction text. Quizzes can be pulled together for a whole group quiz. Each pair asks their questions to the other pairs.
- In pairs, prepare a recount of an event or part of the text and present to the group in the style of a news reader. Good task to tape for assessment or simply peer/self evaluation of listening and talking.
- Re-write an event from another character's point of view
- Make a poster/advert for an event in the text e.g. a party. Write a plan first.
- Re-write part of the text in another genre e.g. as a play. This is challenging but a good group task. Pupils could act it out to the class. An additional session could be used to turn it into a film script and filmed.
- Re-write part of the text in another genre e.g. as a poem. This is also challenging but very effective. Pupils take a descriptive paragraph and write out the key words and phrases on post it notes. These are rearranged to make a poem. Good fun especially if done collaboratively.
- Research topic/author/illustrator/publisher on Internet.
- Cloze procedure - do NOT give them a selection of words/phrases to choose from~ they should be finding the evidence in the text. Do NOT give them the first letter~ this makes it a very low level exercise.
- Make a cartoon strip showing the sequence of events in chapter. Speech bubbles can be added or a sentence written underneath.
- Paragraph reconstruction. Copy text and cut up. Ask a partner to reconstruct the paragraph correctly to make sense.
- Read and compare another text by the same author.
- Discuss and/or re-write the conflict in a text from another point of view.
- Summarise the chapter by writing the key points in a mind map.
- Write a diary entry for one of the characters. Pupils could be given a choice of character.



- Compare and contrast 2 different pieces (or genre) of text along the same theme.
- Write a biography of a character/author.
- Draw a diagram, mapping out the relationships between main characters.
- List the main points of the text 1-10 and plot the fear/excitement/enjoyment levels on a graph. Scaffolding sheet at back for *beginners*.
- Make up a character reference for a new job for one of the main characters in the text.
- Draw an additional illustration for the chapter. Only include information given in the text.
- Half of the group writes notes for one side of an argument, taken from an event in the book. The other half writes the opposite view. At the next session, the group holds a debate. Another good session for peer/self/teacher assessment of talking and listening skills.
- Find and list features of the **genre** e.g." Horror: It is set in a wood, at night, foggy. There are gory descriptions, give example. Author used alliteration 'silently the thing sloped off into the sweltering swamp' to create a scary atmosphere. The main character is only described as a thing etc"
- One person in the trio reads a *new* chapter aloud whilst the others listen and take notes. The trio then discusses the events using the notes as guide. The trio then takes the agreed key points to make a large version of the notes for display. This can be in any format e.g. bullet points, mind map etc
- In pairs, look for the techniques the author has used to make the reader feel a certain way about a character. List these using bullet points.
- As above but looking at how the author influences the reader about a moral issue or world wide debate such as global warming.
- When using a classic book, pairs look for features, such as phrases, character descriptions, technology that identify when it was written. Pupils could research this period as an additional activity (perhaps as homework) prior to the follow up.
- Oral questions. The group sits in a circle. Pupils take turns to ask a comprehension question to the person on their right. Once answered, the rest of the group add additional/alternative information or simply agree. When it arrives

back at the beginning, the next person asks another question. These can be prepared questions but older pupils may be able to ask unprepared questions.

- Compare an actual historical event/character in a fiction book to information about the event/character from a variety of factual sources. This could be recorded in a comparison list (i.e. paper divided into 2 vertically)
- Find and list words/phrases that may be from the language or dialect of the character or the setting of the book e.g. Scots: 'bairn'. Pupils could discuss and decide what they might mean. There is a free online Scot's dictionary to help.
- Be a book critic. Once a book is completed, pupils could write a column for a book magazine outlining their opinion of the book and justifying their opinion [It may be an idea to look at theatre or restaurant critiques beforehand to look at their style and the language used]. Once completed they could be glued into a class magazine.
- The diary Room - Using the activity above (or another) pupils film each other giving their critique whilst sitting in a 'diary Room chair'
- Look for a theme running through the book. In pairs, find the evidence to support this and decide on a format to display this information.
- Prepare and present using Power point, interesting facts about a Non Fiction text.
- Turn a chapter into a film. Write a play script and make an animation using cut paper (flat) or Plasticine (3D). Digi Blu camera/software is easy to use.



EXTENDED WRITING

Many of the activities can be used for extended writing. By using the information gathered in notes/mind maps in a previous activity, the pupils will have done the preparation and gathered the information they need to do an extended piece of writing during their next follow up session or whole class writing lesson.

On the next few pages are some ideas as to how younger /less able pupils may be supported to complete a task. They are not intended to be used as a worksheet for all pupils.

Reading Predictions



Title:

Author:

Illustrator:

Chapter	What I predict	What actually happened


Favourite Authors



Name: _____

Date: _____

One of my favourite authors is:



This author has written these books:



This is what I have found out about this author:

I think this author is

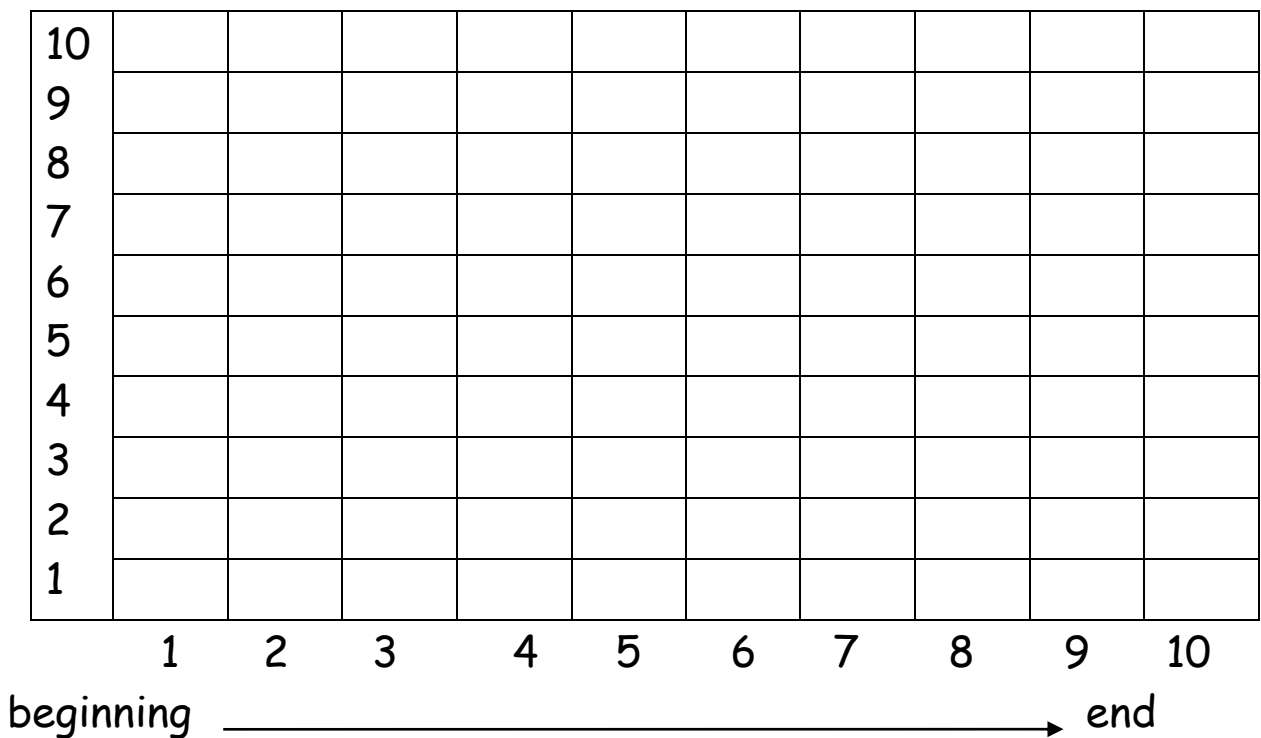
List the main points of the story.



Title of text

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Plot the levels on the chart (Fear, excitement, happiness etc)



SUMMARY CHART



Name(s)

TITLE OF TEXT

AUTHOR

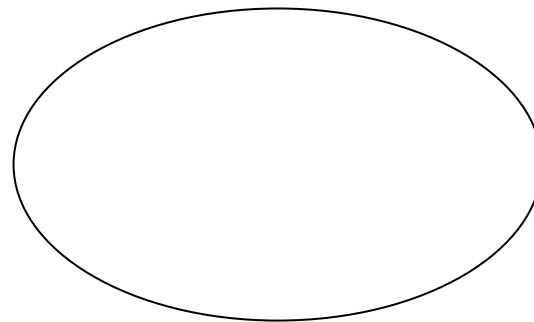
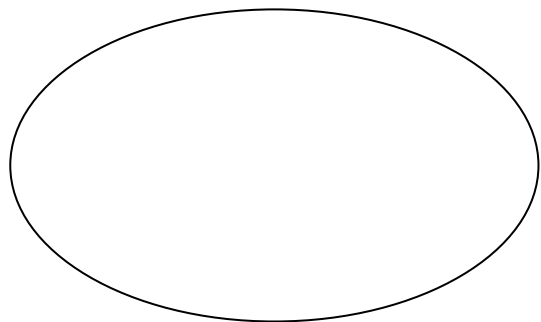
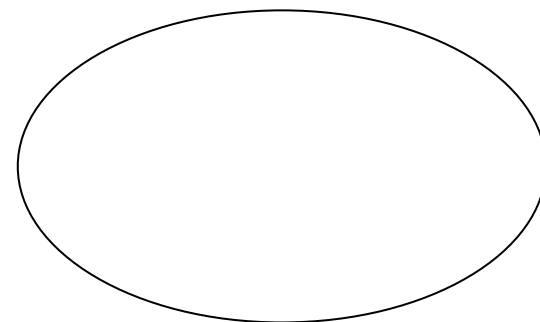
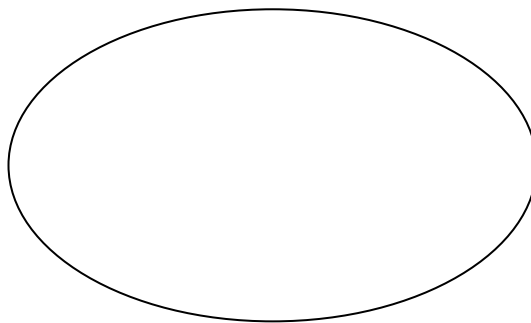
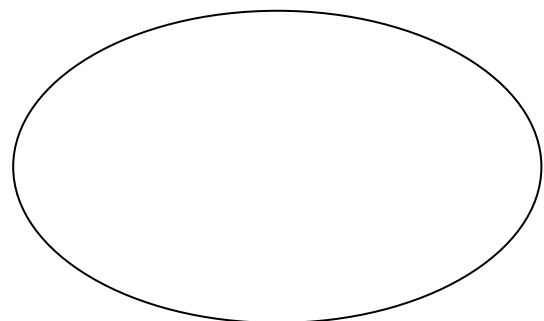
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SUMMARY (Main Ideas)



Relationships

What are the relationships of these characters in the story?





AUTHOR'S PLAN

Names

.....

TITLE OF TEXT

AUTHOR

When:	Setting:
Main Characters:	

What Happened?

First	Next	Turning point/climax
Why?	Why?	Why?
Character's thoughts/feelings/reactions	Character's thoughts/feelings/reactions	Character's thoughts/feelings/reactions

Follow up tasks planner/record page 1

NB This is a brief overview. It is important that the activity instructions are read in full. It is very important that the tasks are made as challenging as possible.

Title:
Group:

Level:
Date:

Write answers to comprehension questions.	Write questions to go with the book. Ask your partner to answer them.	Read chapter again for pleasure or read next chapter.	Find the main ideas - summarise 3 important events from the story.	Write down 10 fascinating facts you learned from a non-fiction book.
Write an author's plan.	Summarise the story/chapter	Re-tell the story using post- its	Re-write alternative beginning or ending for text.	Book Reviews. Also online at www.hvlc.org.uk
Write a personal response to the text.	Add new vocabulary to a group phrase books/Reading & Writing Wall.	Add examples of effective beginnings or endings to their personal phrase books.	Make up a new title for each paragraph/chapter	Design a new cover & title for the book - front and back
Predict what will happen next.	Dictionary/thesaurus work, e.g. highlight 10 tricky words for a partner to find and clarify.	Pick a descriptive word from the text and use a thesaurus to find 5 synonyms and antonyms.	Choose a descriptive passage from the book and write a list of examples of imagery - similes, metaphors, alliteration etc	Dictionary/thesaurus work eg - highlight 20 words all beginning with same letter and put in alphabetical order
Grammar Hunt - read and find nouns, verbs, adjectives etc	Spelling - teach a partner to spell the longest/trickiest words.	Draw and label a character/setting from the description in the text.	Write about what a character might be thinking or feeling. Write it in the first person, using speech bubbles.	Make a labelled drawing or a chart, using information from a non-fiction text.
Make a map showing location from clues in the text.	.Expand on a character description to include personality.	Highlight 10 adjectives/adverbs and give alternatives	Look in text for alternatives for said, small, big, happy, sad etc & make chart for the wall	Write a talk giving your own opinion about a character/event.
. Re-write a paragraph as a report (eg newspaper) rather than narrative	Write a newspaper report using the same facts but a different bias	Write a quiz to go with a Fiction or non-fiction text.	Recount an event or part of the text in the style of a news reader.	Recount an event from another character's point of view.
Make a poster/advert for an event in the text.	Re-write part of the text in another genre e.g. as a play	Re-write part of the text in another genre e.g. as poem	Research the author/illustrator /publisher on the internet	Cloze procedure. (no answers given, no first letters given)
Make a cartoon strip showing the sequence of events in chapter. <i>Could use Comic Life software.</i>	Paragraph reconstruction. Copy text and cut up. Ask a partner to reconstruct the paragraph correctly.	Read and compare another text by the same author.	Discuss and/or re-write the conflict in a text from another point of view.	Summarise the story so far on a mind map.
Write a diary entry that a character may have written	Compare 2 different pieces of text or genre along the same theme.	Write a biography of a character/ author.	Draw a diagram, mapping out the relationships between main characters.	List the main points of the text 1-10 and plot the fear/excitement/enjoyment levels on a graph

Follow up tasks planner/record Page 2

**NB This is a brief overview. It is important that the activity instructions are read in full
[See follow up activity booklet]**










Make up a character reference for a new job for one of the main characters in the text.	Draw an additional illustration for the chapter	Have a debate (instructions in follow up booklet)	Find & list features of the genre	1 reads, 2 take notes- Listen and take notes in trios
Locate and discuss the techniques used to make the reader feel a certain way about a character	As previous but how the author influences the reader about moral issues or world wide issue	Look for features etc to identify <i>when</i> a classic was written	Oral questioning circle	Compare an actual historical even in a fiction book to information from a variety of NF sources,
Look for words and phrases that may be unique to the language/dialect of setting or character.	Be a book critic.	Have a diary room.	Look for a theme running through book/chapter.	Prepare & present a Power point giving interesting facts
Turn the chapter into a film. Write a film script. Make an animation.				










Appendix 5 - Whole school writing overview

Writing opportunities Each genre should be worked on in blocks. The length of these blocks includes an introduction week where there is no taught lesson and an assessment week. Instruction writing, poetry and plays should be addressed through topic / Writing Across the Curriculum throughout the year where appropriate.

	Term 1 – Writing to Covey an Experience or Information	Term 2 – Writing to Describe an Event Real or Imagined	Term 3 – Writing to Express an Opinion / Writing to Explain a Process
Primary 1	Recount – whole term	Narrative – whole term <i>Exposition (Persuasive) – 1 or 2 optional</i>	<i>Procedure – 1 or 2 optional</i> <i>Instructions - 1 or 2 optional</i>
Primary 2	Recount – 7 weeks Information Report – 7 weeks Seasonal – 2 weeks	Narrative – 8 weeks Exposition (Persuasive) – 3 weeks	Exposition (Persuasive)Cont. – 2 weeks Procedure (Instructions) – 4 weeks <i>Introduction covered through topic</i>
Primary 3	Recount – 7 weeks Information Report – 7 weeks Seasonal – 2 weeks	Narrative – 8 weeks Exposition (Persuasive) – 3 weeks	Exposition (Persuasive)Cont. – 2 weeks Procedure (Instructions) – 4 weeks <i>Introduction covered through topic</i>
Primary 4	Recount – 7 weeks Information Report – 7 weeks Seasonal – 2 weeks	Narrative – 8 weeks Exposition (Persuasive) – 3 weeks	Exposition (Persuasive)Cont. – 2 weeks Procedure (Instructions) – 4 weeks <i>Introduction covered through topic</i>
Primary 5	Recount – 5 weeks Information Report – 5 weeks Explanation – 5 weeks Seasonal 1 week	Narrative – 6 weeks Exposition (Persuasive)/ personal response – 5 weeks	Discussion – Both sides /personal response – 6 weeks
Primary 6	Recount – 5 weeks Information Report – 5 weeks Explanation – 5 weeks Seasonal 1 week	Narrative – 6 weeks Exposition (Persuasive)/ personal response – 5 weeks	Discussion – Both sides /personal response – 6 weeks
Primary 7	Recount – 5 weeks Information Report – 5 weeks Explanation – 5 weeks Seasonal 1 week	Narrative – 6 weeks Exposition (Persuasive)/ personal response – 5 weeks	Discussion – Both sides /personal response 6 weeks

Appendix 6 (All examples can be found in Writing folder in Staff Area)

Recount 1.1 - Core Targets		T	S	P	Recount 1.1 – Genre Targets	T	S	P
Use capital letters and full stops in 2 sentences					Title			
Spell common words correctly					Who? Something that's happened to me			
Use two interesting words					When?			
Use finger spaces					Where?			
Use an interesting opener					Link 1 or 2 ideas together			
Use a connective - 'and', 'because'					Past tense - I went, I got...			
Writing makes sense					Feelings			
Form most letters correctly					Ending			
Present work neatly					Picture if appropriate			
Lay out work correctly – eg poster, letter, story								
Comment:								

Recount 1.2 - Core Targets		T	S	P	Recount 1.2 – Genre Targets	T	S	P
Use capital letters and full stops					An interesting title			
Spell common words correctly					Who? Write about a personal experience			
Use ambitious words					When, where?			
Use at least 2 connectives					What happened ?			
Use at least 2 interesting openers					Events in the correct order			
Organise ideas, fact and events in a logical sequence					Begin to use some past tense verbs			
Writing make sense					Thoughts and feelings			
Letters formed correctly					1/2 names of people or places			
Present work neatly					Ending			
Lay out work correctly – eg poster, letter, story					Picture / photos if appropriate			
Comment:								

Appendix 7 – Exemplar of Writing Assessment Pro-Forma (All materials can be found in staff area)

Writing Assessment Recount 1.3

- Pupil friendly writing criteria is used on a weekly basis
- If appropriate, the main SC of the lesson can be highlighted
- Teachers should refer to these when correcting weekly pieces
- Assessment piece is assessed using the fuller version of SC
- Writing piece is assessed on both core targets and genre targets and given a rating of 1-5 for each of these. **This is only completed for assessment pieces.**

81 – 100 % of targets achieved	5
61– 80 % of targets achieved	4
41-60 % of targets achieved	3
20- 40 % of targets achieved	2
19% or below	1

Writing should be a minimum of 100 words

Recount 1.3 - Core Targets		Recount 1.3 – Genre Targets	
Punctuate most sentences correctly – Aa . ? ! ,		An interesting title telling what the recount is about	
Spell most common words correctly (from 3 rd 100, covered so far)		Orientation - An opening paragraph that sets the scene for the reader (when, where?)	
Use at least 3 interesting and ambitious words which interest the reader		Orientation – Who?	
Spell at least 1 ambitious word correctly		Sequence of Events - What happened?	
Use 2/3 connectives to join sentences – ‘but’, ‘therefore’, ‘however’, ‘although’, ‘because’, ‘so’(use alternatives to ‘and’)		Sequence of Events Events as they happened in a chronological order	
Use a range of interesting and varied openers – more than 2		Use specific names of people, places and objects	
Begin to use paragraphs to organise writing – separate /sequence event and ideas		Use past tense verbs	
Begin to read over work independently to make sure it makes sense		A personal comment a/ thoughts or feelings	
Present work neatly in a clear and legible way, use joined handwriting		Conclude recount – bring events to a close	
Lay out work correctly in an appropriate format for the audience		Pictures to enhance my writing if appropriate	
Percentage Achieved		Percentage Achieved	
Grading		Grading	

Additional Comments if required:

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Correction Policy
Literacy and English

Teachers will use their professional judgement to decide on the words to be corrected depending on individual child and task.

The following correction code has been agreed by all staff and will be used in specific tasks.

Correction Code

1. Spelling

- Incorrect words to be underlined
- P1-4
Write word above
Introducing SP at P4
- P5-7
SP (appropriate words are written above or pupils encouraged to self correct)

2. Circle letters and write capital letters above letter that should be **CAPITALS**

- R C N Y
- e.g. robin cartwright new york etc.,
 - or vice versa

3. Correct grammar and punctuation by writing correct word or phrase above mistake

4. New paragraph

- Write N.P.

5. ^ Omission

6. Wavy line

- Meaning not clear or ??

St Nicholas' Primary School

P1 and P2 Correction Code



Full Stop	
Capital letter	C
Finger Spaces	
Spelling	ABC
Connective	
Omission	^
Shows detail	
Copied carefully	
Does not make sense	
Makes sense	
You had a go	
Tell me more	...
Keep it up	
Size of letters	Ss
Formation of letters	
Used word bank	W

St Nicholas' Primary School Phonics Planner - Stage 1



Week	Date	Phoneme	Assessment
Week 1		s, a	
Week 2		t, p	
Week 3		i, n	
Week 4		Consolidation/Assessment	Assessment 1
Week 5		m, d	
Week 6		g, o	
Week 7		c, k	
Week 8		Consolidation/Assessment	Assessment 2
Week 9		ck	
Week 10		e, u	
Week 11		r, h	
Week 12		Consolidation/Assessment	Assessment 3
Week 13		b, f	
Week 14		l, j	
Week 15		v, w	
Week 16		Consolidation/Assessment	Assessment 4
Week 17		x, y	
Week 18		z, qu	
Week 19		Consolidation/Assessment	Assessment 5 Assessment 6a-c (P.A)
Week 20		ch	
Week 21		sh	
Week 22		th	
Week 23		Consolidation/Assessment	Assessment 7a-c (CVC) Assessment 8
Week 24		ng	
Week 25		wh	
Week 26		ee	
Week 27		oo	
Week 28		Consolidation/Assessment	Assessment 9

Week 29		ai	
Week 30		oy	
Week 31		oa	
Week 32		Consolidation/Assessment	Assessment 10
Week 33		*ccvc consolidation (initial blends - bl, cl, fl, gl . . .)	
Week 34		*ccvc consolidation (initial blends - br, cr, dr, fr pr . . .)	
Week 35		*cvcc consolidation (final blends -ld,-lp, -lk,-lt . . .)	
Week 36		*cvcc consolidation (final blends -nd, -mp, -pt, -nk . . .)	
Week 37		*cccvc consolidation (triple consonant blends scr, spl, spr, str . . .)	
Week 38		Consolidation/Assessment	Assessment 11-12

****Weeks 33-37**

Please note that while teaching in weeks 33-37, there will be a teaching focus on blending the 2/3 sounds together to read, please remember that they are 2/ single sounds that go together and should count as 2/3 separate phonemes and graphemes.

St Nicholas' Primary School Phonics Planner - Stage 2



Week	Date	Phoneme	Assessment
Revision/Consolidation Weeks 1-10			
Week 1		ch, sh	
Week 2		th	
Week 3		ng, wh	
Week 4		Consolidation/Assessment	Assessment 1
Week 5		ee, oo	
Week 6		ck, qu	
Week 7		Consolidation/Assessment	Assessment 2
Week 8		ai	
Week 9		oy	
Week 10		oa	
Week 11		Consolidation/Assessment	Assessment 3
Week 12		ay	
Week 13		ea (team)	
Week 14		ow (low)	
Week 15		Consolidation/Assessment	Assessment 4
Week 16		ue	
Week 17		aw	
Week 18		oi	
Week 19		Consolidation/Assessment	Assessment 5
Week 20		au	
Week 21		ew	
Week 22		ow (owl)	
Week 23		Consolidation/Assessment	Assessment 6
Week 24		ou	
Week 25		igh	
Week 26		-y	
Week 27		Consolidation/Assessment	Assessment 7

Week 28		i-e	
Week 29		o-e	
Week 30		Consolidation/Assessment	Assessment 8
Week 31		a-e	
Week 32		u-e	
Week 33		e-e	
Week 34		Consolidation/Assessment	Assessment 9
Week 35		ss	
Week 36		ll	
Week 37		ff	
Week 38		Consolidation/Assessment	Assessment 10

St Nicholas' Primary School Phonics Planner - Stage 3



Week	Date	Phoneme	Assessment
Revision/Consolidation Weeks 1-5			
Week 1		a-e, e-e, i-e, o-e, u-e	Assessment 1
Week 2		ow, ou	
Week 3		ew, ue	
Week 4		igh, -y	
Week 5		Consolidation/Assessment	Assessment 2
Week 6		kn (silent k)	
Week 7		mb (silent b)	
Week 8		wr (silent w)	
Week 9		Consolidation/Assessment	Assessment 3
Week 10		tch	
Week 11		ea (head)	
Week 12		wa	
Week 13		Consolidation/Assessment	Assessment 4
Week 14		ie (tied)	
Week 15		-ve	
Week 16		soft g (cage)	
Week 17		Consolidation/Assessment	Assessment 5
Week 18		ch (school)	
Week 19		-se	
Week 20		soft c (circle)	
Week 21		Consolidation/Assessment	Assessment 6
Week 22		ea (steak)	
Week 23		ou (would)	
Week 24		-ey	
Week 25		Consolidation/Assessment	Assessment 7

Week 26		ie (field)	
Week 27		oe (toe)	
Week 28		-ough	
Week 29		Consolidation/Assessment	Assessment 8
Week 30		y (gym)	
Week 31		u (put)	
Week 32		t (future)	
Week 33		Consolidation/Assessment	Assessment 9
Week 34		-dge	
Week 35		o (some)	
Week 36		ch (chef)	
Week 37		ti (station)	
Week 38		Consolidation/Assessment	Assessment 10



Spelling Common Words

Spelling

Below you will find the suggested amount of common words to be taught to spell. Although you will find that some of your pupils will be able to spell many of the words at an earlier stage, you should aim for **almost all** of your pupils to be able to spell **all** of the words at the suggested stage.

These words should be revisited in P7 if necessary.

Stage	Amount of Words	List
P1	30	First Hundred Common Words List 1-3
P2	70	First Hundred Common Words List 4-10
P3	100	Second Hundred Words
P4	100	Third hundred
P5	100	Fourth Hundred
P6	100	Fifth Hundred



St Nicholas' Primary
Common Word List for Reading & Spelling
(Adapted from Fry CW List)

First Hundred Common Words

List 1	List 3	List 5	List 7	List 9
a	no	into	as	come
is	not	did	people	some
at	got	you	when	made
it	his	your	where	make
can	had	too	were	down
go	big	time	there	now
get	am	long	went	first
up	for	been	which	find
I	an	from	about	because
on	has	so	out	like

List 2	List 4	List 6	List 8	List 10
and	my	look	little	here
but	yes	then	do	off
the	we	all	other	over
in	me	call	just	if
to	she	with	their	what
of	be	said	them	who
was	or	have	one	day
he	him	will	two	by
that	this	her	back	would
see	they	are	than	could

St Nicholas' Primary
 Common Word List for Reading & Spelling
 (Adapted from Fry CW List)



Second Hundred Common Words

List 1	List 3	List 5	List 7	List 9
word	know	before	end	kind
us	place	line	does	hand
each	year	right	another	picture
how	live	mean	well	again
many	give	old	large	change
these	most	any	must	play
more	very	same	even	spell
write	after	tell	such	air
may	thing	boy	turn	away
way	our	following	why	animal

List 2	List 4	List 6	List 8	List 10
water	name	came	ask	house
oil	good	want	men	point
number	sentence	show	read	page
part	man	also	need	letter
going	think	around	land	mother
new	say	form	different	answer
sound	great	three	home	found
take	help	small	move	study
only	through	set	use	still
work	much	put	try	learn

St Nicholas' Primary
 Common Word List for Reading & Spelling
 (Adapted from Fry CW List)



Third Hundred Common Words

List 1	List 3	List 5	List 7	List 9
should	city	open	walk	eat
Scotland	earth	example	white	face
world	eye	beginning	sea	watch
high	light	life	began	far
every	thought	always	grow	Indian
near	head	those	took	real
add	under	both	river	almost
food	story	paper	four	let
between	saw	together	carry	above
own	left	group	state	girl

List 2	List 4	List 6	List 8	List 10
below	don't	often	once	sometimes
country	few	run	book	mountain
plant	while	important	hear	cut
last	along	until	stop	young
school	might	children	without	talk
father	close	side	second	soon
keep	something	feet	later	list
tree	seem	car	miss	song
never	next	mile	idea	begin
start	hand	night	enough	it's

St Nicholas' Primary
Common Word List for Reading & Spelling
(Fry CW List)



Fourth Hundred Common Words

List 1	List 3	List 5	List 7	List 9
body	usually	hours	five	cold
music	didn't	black	step	cried
colour	friends	products	morning	plan
stand	easy	happened	passed	notice
sun	heard	whole	vowed	south
questions	order	measure	true	sing
fish	red	remember	hundred	war
area	door	early	against	ground
mark	sure	waves	pattern	fall
dog	become	reached	numeral	king

List 2	List 4	List 6	List 8	List 10
horse	top	listen	table	town
birds	ship	wind	north	I'll
problem	across	rock	slowly	unit
complete	today	space	money	figure
room	during	covered	map	certain
can't	short	fast	farm	field
birds	better	several	pulled	travel
problem	best	hold	draw	wood
complete	however	himself	voice	fire
room	low	toward	seen	upon



St Nicholas' Primary
Common Word List for Reading & Spelling
(Adapted from Fry CW List)

Fifth Hundred Common Words

List 1	List 3	List 5	List 7	List 9
done	front	stay	warm	object
English	feel	green	common	rule
road	fact	known	bring	among
half	inches	island	explain	noun
ten	street	week	dry	power
fly	decided	less	though	cannot
gave	contain	machine	language	able
box	course	base	shape	six
finally	surface	ago	deep	afternoon
wait	produce	stood	thousands	size

List 2	List 4	List 6	List 8	List 10
correct	building	plane	clear	dark
oh	ocean	system	equation	ball
quickly	class	behind	yet	material
person	note	ran	government	special
became	nothing	round	filled	heavy
shown	rest	boat	heat	fine
minutes	carefully	game	full	pair
strong	scientists	force	family	circle
verb	inside	brought	leave	include
stars	wheels	understood	check	built

SPELLING ACTIVITIES



*It has been found that children learn to spell better, quicker and more easily if they are given short but fun activities on a daily basis. Tasks that are **interactive** and can be undertaken **collaboratively** are more effective than worksheets and will lead to pupils becoming more independent and focused learners.*

Below are some suggestions for spelling activities that you may wish to try out in your classroom. Some are more suited to one particular stage but others can be used in every class from P1 - P7.

Spelling Strategies

Pupils should be given **strategies** to help them learn to spell. Additional strategies could include

- **Rhyme** - if they can spell mouse, they should be able to spell house
- Write the word with **different coloured pens** to break it into sections. This will help to teach the pupils to learn to spell in 'chunks' rather than 'letter by letter'
- Use **different coloured post-its**, one for each word. This will help pupils visualise the word when they are trying to recall it.
- Write the word in **sand, finger paint** etc -helps form memory hooks.
- Use **big paper and big felt pens** - not always a jotter.
- **Chant the syllables** eg Wed-nes-day, emphasising the tricky bit. Use actions for each syllable.
- **Draw a picture** to help with a word eg big elephants can always understand small elephants = because
- **Make the word into a picture** eg bed could be drawn to look like a bed

1. Look, Cover, Write, Check - TRIOS

This is often the basic method used in classes but the expectation is that the pupil will be motivated and be able to self teach. Mistakes are often written out three times and become embedded.

Try putting them in same ability trios. They check each others' lists and then swap around again so the checkers are checked!

Alternatively, the teacher shows the pupils the word, covers it and then the pupils write the word. The teacher would then show the word again for the pupils to check. Again this method has a higher success rate than when the pupils work as individuals.

2. Look, Cover, Write, Check - 'SHOW ME'

Pupils work in pairs. Both pupils look at the same word. It is then covered and both pupils write the word on an individual whiteboard. They then reveal their word - 'one two three, show me' and check that they both have the same spelling. This is repeated with every word on their list. A quick activity that is very effective, It can also be done in trios or quartets.

3. FLASH CARDS

This is similar to the 'show me' activity above. Pupils quickly write out words on flash cards making sure that they have the correct spellings. One reads aloud from a card and the other pupil writes the word on a whiteboard. This time when they say 'show me', one shows the correct spelling on the card and the other shows their attempt on the whiteboard. Pupils take turns reading or spelling.

4. DEFINITIONS

Make this exercise a more worthwhile learning experience by asking pupils to work in pairs. Pupils are given one dictionary to share and work together to find and write the definition of each word. By using a selection of dictionaries, pairs can then share and compare their definitions with another pair.

5. SPELLING ALOUD

Using flashcards, as above, one pupil reads a word aloud. Their partner spells the word out loud. If they spell correctly, they 'win' the card. If they are incorrect, the card is put to the bottom of the pile. Pupils take turns and the 'winner' is the one who has most cards at the end of the game.

6. SPELLING TENNIS

You may have seen this one on the television programme 'Hardspell'. Older children really enjoy this one as it can be quite challenging. Pupils work in trios. One takes on the role of both 'reader' and 'checker'. The other two pupils spell the word by saying alternative letters until the whole word is spelt. If a mistake is made, the checker stops the game and shows them the correct spelling. The word is then spelt again and then put to the bottom of the pile. Correct words are discarded. Pupils take turns to be the checker.

7. ALPHABETICAL ORDER

Pupils write out their spelling list in alphabetical order. This activity is best used with middle and upper stage pupils but is particularly effective at making them look closely at the spelling of words that begin with the same letter eg when learning common words. This

could be an individual activity but, as a follow up activity, pupils could work together to check they both have the same order.

follow up activity, pupils could work together

8. MUDDLED LETTERS

Pupils rewrite each of their spelling words in a muddled up fashion eg 'beautiful' could be written 'befitualu'. It is better if they always put the initial letter in the correct place. This is a great activity, as pupils have to scrutinise each word to make sure they have got all the correct letters. These muddled lists are then swapped with someone with same spelling words. Without looking at the correct list, pupils have to rewrite each word correctly.

9. DICTIONARY RACE

Pupils work in threes using a dictionary each. They take turns to call out one of their spelling words which is then hidden. The idea is to be the first to locate the word in the dictionary. This not only helps them to remember how to spell, it is also excellent for practising dictionary skills. You can turn it into a game by giving them counters to win.

10. SYLLABLES

Working in twos, pupils split their spelling words into syllables eg beau-ti-ful. Again close attention to details is needed so it helps them to retain more difficult spellings.

11. WORDS WITHIN WORDS

Pupils try to find smaller words inside each of their spelling words without rearranging the letters. Eg using the word 'practising', you could find - 'act' 'sing' 'in' 'is'. Set a time limit, say 10 minutes, for them to work individually to find as many as possible using all their spelling words. Finish off with an oral feedback session to pull all their suggestions together.

12. SILLY STORY

Working in pairs, pupils write a short story (about a paragraph) using as many of their spelling words as possible. Again, set a time limit of about 10 minutes. Stories can be shared with another pair or with the whole class - the stories are usually very silly so children enjoy this activity.

13. KIM's GAME

This game can be played in groups of 4 to 6. Spelling words are written on cards and laid out on the table. The pupils study the words. They then look away and a nominated person removes *one* of the cards. Pupils turn back, look at the remaining cards and have 2 minutes (use an egg timer) to write the missing word on a whiteboard which they keep hidden. All the guesses are then revealed at the same time. If they are correct, they win a point, but only if it is spelt correctly!

14. MAGNETIC LETTERS

Working with a partner, younger pupils would first look at a word from their list or from a flash card, cover it and then make their word using magnetic letters. This would continue until all the words are displayed. Another pair would then be asked to check their spellings.

15. WORDSEARCH

Using squared paper, pupils make a wordsearch with their spelling words. Words are NOT written out underneath. They need to look really closely to make sure that they haven't made a mistake and that they have included all their words.

For the next spelling session, wordsearches are swapped with another member of the same spelling group. Words are ringed and then written out underneath. How many can they find? They are then swapped back and marked by the original owner of the wordsearch.

16. MNEMONICS

Show the children an example of a mnemonic and explain why they are used eg big elephants can always understand small elephants → **because**

Working with a partner, pupils try to make up a mnemonic for one or two of their trickiest spelling words. A time limit should be set - again about 10 minutes. Their mnemonics can then be shared with another pair, the whole group or displayed on the wall for everyone to use.

17. LUCKY DIP

This is a game best played in twos or threes. Pupils take turns to pick out 12 plastic letters from a bag. They mustn't look into the bag, as it is 'lucky dip'. The picked letters are placed in front of them and the rest of the letters are left in the bag. The idea is to make one of their spelling words out of the letters. The pupils take turns to pick one new letter out of the bag and discard one that they don't want any more. This carries on until someone has the right letters to make one of their spelling words. The others check that it is indeed spelt correctly. The game then starts over again.

18. GUESS THE WORD

Pupils work in pairs. One pupil chooses one of their spelling words, and then writes one letter on a whiteboard at a time. They can begin *anywhere* in the word - it does not have to be at the beginning. The other pupil tries to guess the word after each letter is added. If they guess correctly, they must spell the whole word to win the points. The fewer letters that have been given - the more points to be won.

19. CROSSWORD

Using squared paper, pupils make a crossword using their spelling words. Definitions are written below to form the clues. The children may have already written the definitions during a previous spelling session.

During a further session, crosswords are swapped and completed by another member of the group. These would then be checked by the pupil who created the crossword.

20. NOUGHTS AND CROSSES

This is a very simple activity where pupils can work within mixed or same ability pairings. Pupils swap lists and ask their partner to spell one of the words. If the word is spelt correctly, the appropriate mark is placed on a noughts and crosses grid. If wrong, no mark is written but their mistake explained and the correct spelling shown. A 10-15 minute time limit is probably long enough to play several games.

21. WALK ABOUT

Don't be put off by the title. Children of all ages love this and it's very effective!

The whole class walks about the class with their list of words. When the teacher calls a set signal (eg 'spell'), each pupil greets the person nearest to them and swaps lists. By doing this all spelling abilities can work together. They then ask each other to spell 3 words from the list. If they are both correct, they swap the lists back again and move on. If one or more is wrong, they get one minute to study the words and are then asked again.

22. DRAGON'S DINNER

Pupils have counters, one for each of their target words. They take turns in spelling. If they make a misspelling, they lose a counter to the dragon. The dragon can be a pupil with a list of the words or all other pupils can have a list to check the words and the dragon can be a picture/model. How much dinner does the dragon get?

23. FIND THE WORD

This is a good activity for younger pupils who are learning how to spell High Frequency words. Each pair is given a highlighter pen and piece of text, for example a newspaper or advert. The teacher writes a few common words on the blackboard and the children highlight as many as they can find. Younger children may need to be given a highlighter each or you may ask that each common word is highlighted using a different colour.

This activity can also be used to highlight a spelling pattern in older classes eg 'ight' , 'ei/ie'. Once highlighted, the words could be written in a list to share with another group.

24. JIGSAW

The teacher chooses one or two spelling words for each group and writes each of them onto a strip of card. This is repeated several times. Each card is then cut into sections - see below

H	i	p	p	o	t	a	m	u	s
---	---	---	---	---	---	---	---	---	---

H	i	p	p	o	t	a	m	u	s
---	---	---	---	---	---	---	---	---	---

H	i	p	p	o	t	a	m	a	m	u	s
---	---	---	---	---	---	---	---	---	---	---	---

H	i	p	o	t	a	m	a	m	u	s	
---	---	---	---	---	---	---	---	---	---	---	--

Pieces are then muddled up and given out to the pupils. They can either put them back together at their desks but its much more fun if they are each given one piece and they must then find their partners and stand in the correct order. It is trickier than it looks as there can be several combinations to make the correct spelling.

25. The weakest Link?

Just like the TV programme. Pupils work in groups of 4-8. Each person has a whiteboard. The 'presenter' has a list of words and displays a timer. Each person is asked a spelling in turn. They either write the spelling on the whiteboard or say it aloud. At the end of each 'round' each person uses their whiteboard to 'vote' off who they think is the 'weakest link' and a new round begins with a shorter time limit.

26. Spell, Spell, Trade

Each member of the group has one word on a piece of paper. They walk about until they meet another member of their group. They then ask each other to spell their word. If they get it wrong, they are shown the word and then try again. Once they have both spelled the word, they trade and go off to meet another person. All groups can play this at the same time just by colour coding the paper ie the pupils with the yellow cards only meet up with yellow cards.

INTERACTIVE WEBSITES

Interactive free website www.spellingcity.com this is a great website! Pupils type in the words they are learning. The site recognises any misspellings and asks them to check and re-enter. The pupils can choose whether to be taught how to spell the word or a choice of several games all using their own words! It's excellent!

Another interactive website is www.northwood.org.uk/literacy.htm

Appendix 14

Overview of Nelson Series

Stage	Handwriting	Grammar(old version)	Handwriting/ Grammar(new version)
P2	Photocopy masters	Jolly Grammar Bk ???	Bk 1 A/ B(not currently using)
P3	Book A	Book A	Book 2
P4	Book 1	Book 1	Book 3
P5	Book 2	Book 2	Book 4
P6	Book 3	Book 3	Book 5
P7	Book 4	Book 4	Book 6

