

Reading & Writing at Dane Royd



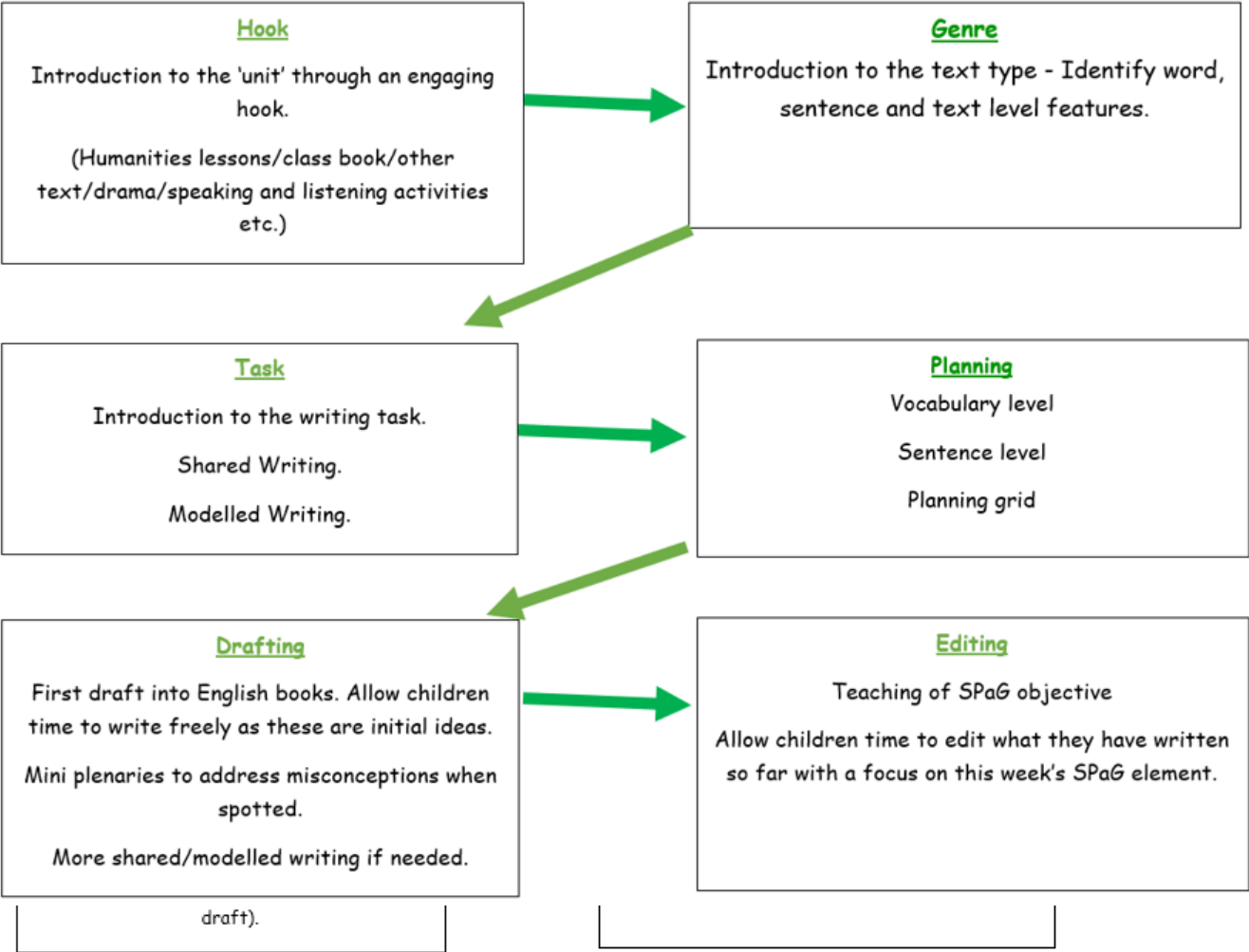
Writing at Dane Royd



- Writing is mostly taught through the use of high-quality texts, which are chosen by class teachers, taking into consideration the history and geography topic and the class teacher's own reading interests.
- Opportunities are planned in for children to develop their writing skills across the curriculum to ensure that writing tasks are engaging and purposeful.
- We hope that by providing the children with a real context and purpose to their writing, it will enable us to foster the children's interest in writing.
- We expose the children to a range of text types across a unit of work to allow them to study texts that are written for a range of audiences and purposes.
- The teaching of spelling, punctuation and grammar skills is woven into the writing lessons, in order to ensure that the children are applying their SPaG skills appropriately.
- Teachers plan in opportunities for the children to edit and improve their writing, taking into consideration the SPaG element that is being taught that week.



Dane Royd Writing Journey



Skills taught in a 'logical' order

- By carefully planning for progression in our teaching of writing skills, we should be able to address gaps quicker and create strong foundations that can be built upon year on year.
- Punctuation and grammar needs to be taught in a certain order to ensure progression.



		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Week 1	What is a noun? -Objects -People -Places (proper and common nouns)	Spotlight Y1 Questions Nouns/verbs <i>The sounds /n/ spelt en & gn</i>	Spotlight Y2 Questions Nouns/verbs <i>Words with the long /ei/ sound spelt ei</i>	Spotlight Y3 Questions Nouns/verbs <i>Words with the long /aw/ sound spelt augh and au</i>	Spotlight Y4 Questions Nouns/verbs	Spotlight Y5 Questions Nouns/verbs
	Week 2	Identifying a noun in a simple sentence. -objects -people -Places Capital letters for days of the week and months of the year	Identifying a noun in a simple sentence. Plural nouns -adding s and -es Capital letters for days of the week and months of the year <i>The sounds spelt /r/ spelt wr</i>	Spotlight Y2 Adding suffixes for nouns -ness, - en & - ment to form a noun adding suffixes for nouns <i>Words with the long /ei/ sound spelt ei</i>	Identifying nouns in a compound sentence (revisit a/ an rule in these lessons) <i>adding the prefix in- meaning 'hot' or 'into'</i>	identify nouns in multi-clause sentences	identify nouns in multi-clause sentences
	Week 3	What is a verb?	What is a verb? <i>The sound /s/ spelt 'c' before e, i and y</i>	Formation of nouns using the prefixes -super/-anti/auto etc. <i>Words with the long /ei/ sound spelt ai</i>	Identifying in a complex sentence (revisit a/ an rule in these lessons) <i>Adding the prefix in- (root work beginning 'in' or 'p')</i>	Recap verbs Y4 (Spotlight questions)	Recap verbs (Spotlight questions)
	Week 4	Identify a verb in a simple sentence?	Identify a verb in a simple sentence? <i>The sound /j/ spelt with -gn and -gn</i>	Formation of nouns using the prefixes -super/-anti/auto etc. <i>Words with the long /a:/ sound spelt ear</i>	what is a verb? Identify a verb in a simple sentence. <i>Adding the prefix in- (root word beginning 'in') and -gn (root word beginning 'r')</i>	Identify the subject of a sentence. Know that pronouns, nouns and proper nouns can all be the subject of a sentence.	Identify the subject of a sentence. Know that pronouns, nouns and proper nouns can all be the subject of a sentence.

Handwriting



Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Spellings



- Weekly spellings both at home and in school.
- Differentiated accordingly.
- Teaching of rules and application.
- Dictionary skills

Vocabulary



- The KS2 curriculum has an increased emphasis on understanding vocabulary in context. Due to this, we expose the children to a wide range of challenging texts in every year group. We find that exposure to such texts helps them apply vocabulary in their own writing.
- Every class has a 'word of the week' - we choose a word that the children have been exposed to that week and display it in the classroom. The children are then challenged to use that word at some point during the week (verbally or in writing) .
- We encourage children to search for synonyms of their word choices in thesauruses.



Any questions?

Reading at Dane Royd



There are 8 reading strands in the KS2 curriculum:

2a - Decode: give/explain the meaning of words in context.

2b - Retrieve: retrieve and record information/identify key features from fiction and non-fiction.

2c - Summarise: summarise main ideas from more than one paragraph.

2d - Infer: make inferences from the text/explain and justify inferences with evidence from the text.

2e - Predict: predict what might happen from details stated and implied.

2f - Meaning: Identify/explain how information/narrative content is related and contributes to meaning as a whole.

2g - Language: Identify/explain how a meaning is enhanced through choice of words and phrases.


2h - Compare: Make comparisons within the text.



Reading strand resource

When reading with children, we need to ensure that they are both fluent, and that they understand what they have read.



 Questions For Reading Bookmark Question Cards.pdf

Reading stamina

Reading stamina is essential and is something that the children need to be practicing regularly. When giving the children a text to read, we sometimes put a timer on the board. We then ask the children to note down how long it took them to read the given text. Can they increase their stamina each week?

Skimming and scanning to locate information quickly is a vital skill needed. This will help with speed and stamina.

We try and incorporate skimming and scanning activities into our English lessons to help the children to develop this skill.



Reading for Pleasure

- Dedicated time for reading for pleasure happens daily. During this time, an adult reads aloud a story for the children to enjoy. The children then have the opportunity to read a text of their choice and talk to each other about the books that they are reading.
- In KS2, each class has a 'book talk' display to encourage informal discussions around their class text.
- At Dane Royd we celebrate reading and this can be seen in our learning environment. Every classroom has a display celebrating the current class read and an inviting, sociable reading area.
- Corridor libraries - topic books.
- We strongly believe that reading is the bedrock for learning, and that the 'will' to read influences skill. Due to this we strive to ensure that our pupils enjoying books and are intrinsically rewarded by reading.
- We strive to understand the individual reader identities of our pupils, and we use this knowledge to ensure that the books on our shelves cater for their reading preferences, to enable us to keep their reading lights switched on.

Home Reading

- In KS2, we teach reading through discrete whole class reading lessons, in addition to embedding reading skills into our English lessons. We continue to teach phonics using the Read Write Inc scheme as an intervention for any children in Key Stage 2 who still require support in their reading.
- Children in KS2 who are not receiving a phonics intervention, should have the necessary skills needed to read an age appropriate book of their choice. Therefore, the reading book that they bring home will be a book from their classroom library.
- Class teachers will provide guidance to support the children in choosing a book within their reading abilities.
- It is expected that the children read this book at home to develop their reading fluency and comprehension skills as well as simply reading for enjoyment.
- *The will influences the skill.*



Any questions?

Questions For Reading Bookmark Question Cards.pdf