

## Talk for Writing

High quality literature, poetry and non-fiction texts are at the heart of our English curriculum. These texts provide an inspiration for a range of quality, extended written outcomes. We use the 'Talk for Writing' approach to support the improvement of writing across school.


Talk for Writing is the developmental exploration, through talk, of the thinking and creative processes involved in being a writer. It develops pupils' ability to 'read as writers' and enables them to explore the thinking and creative processes involved in generating and planning ideas and incorporating techniques learned from other writers into their own work.

It further allows children to rehearse the structure and sequence of a piece of writing and guides how the text should sound - its style and voice. It also encourages them to generate and rehearse appropriate language and grammar as they work collaboratively to plan, draft and improve their writing.

Children will use apply their knowledge and skills acquired throughout each writing cycle which culminates in their invention hot writing to independently showcase their progress. Throughout their time at New Hall, pupils explore and write a range of narrative story plots and poems. Also, children will develop their non-fiction writing by revisiting and building their knowledge of each text type.

## Spelling, Punctuation and Grammar

SPaG is taught within the context of English lessons wherever possible. In addition, No-Nonsense Spelling and Grammar is introduced in Year 2 to support this learning. Children are taught a range of strategies to support the spelling of new vocabulary.

<p><b>Look, say, cover, write, check</b></p>	<p>This is probably the most common strategy used to learn spellings.  <b>Look:</b> first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.  <b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.  <b>Cover:</b> cover the word.  <b>Write:</b> write the word from memory, saying the word as you do so.  <b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>	<p><b>Drawing an image around the word</b></p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p><b>Trace, copy and replicate (and then check)</b></p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.  Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.  If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>	<p><b>Words without vowels</b></p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p>
<p><b>Segmentation strategy</b></p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>	<p><b>Pyramid words</b></p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;"> p  py  pyr  pyra  pyram  pyrami  pyramid </p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p><b>Guineasite</b></p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint.  Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /j/ phoneme.  This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>	<p><b>Other strategies</b></p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> <li>• Rainbow writing. Using <b>coloured</b> pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different <b>colour</b>. You could also write each letter in a different <b>colour</b>, or write the word in red, then overlay in orange, yellow and so on.</li> <li>• Making up memorable 'silly sentences' containing the word</li> <li>• Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word</li> <li>• Clapping and counting to identify the syllables in a word.</li> </ul>
<p><b>Drawing around the word to show the shape</b></p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p>		

## Handwriting

Teachers and children follow the Letter Join handwriting scheme from Reception. Children are taught pre-cursive handwriting from Reception and all pupils are expected to have developed a neat, cursive script by the end Year 3. Effective teaching of handwriting can only be achieved through modelling, therefore the skill of handwriting is taught explicitly, in short, regular sessions throughout the school. Teachers must demonstrate letter formation and joins precisely and children must practice by carefully copying and repeating. High expectations of writing are needed so teachers model correctly formed handwriting at all times, for example, when writing on the whiteboard and marking books.

## Reading

Our ambition at New Hall is for all pupils to love English for life. We strive to develop children's creative minds through instilling a love of reading that will continue throughout their lives. We carefully choose a wide range of literature to support this. Reading is delivered in a variety of ways to teach our children how to become both performance readers and in the moment readers as well as to develop their understanding and comprehension.

### Phonics/Early Reading

At New Hall we follow the Letters and Sounds phonics programme in EYFS and Key Stage 1 where phonics is taught systematically five times a week. This programme will be updated in the 2021-22 academic year.

In addition to small group guided reading sessions, Year 1 and 2 carry out weekly whole class reading sessions where reading skills are explicitly taught.

### Whole Class Reading

From Year 3, reading is taught in whole class sessions 4 times a week. Teachers use their class texts within reading sessions alongside shorter texts that are age-appropriate.

**Performance Reading** - Each year group uses echo reading to explicitly teach good prosody when reading aloud. Teachers model intonation, rhythm, emphasis and pace to develop fluency. This in turn enhances comprehension. Pupils practise in pairs, groups and perform their reading as a whole class.

**'In the moment' readers** - Children are taught to become active readers through developing a range of comprehension strategies that are modelled throughout all reading opportunities across the curriculum. Teachers and children use their think aloud clouds to articulate the following skills.

### Comprehension Skills



**After the moment reading** - Pupils are discretely taught the skills of reading through teacher modelling and shared reading. In these sessions children are taught to examine texts using the VIPERS skills and complete comprehension questions.

### Reading Vipers

- V**ocabulary
- I**nfer
- P**redict
- E**xplain
- R**etrieve
- S**equence or Summarise



### Story time

Story time is a treasured and timetabled part of our daily routine from EYFS up to Y6 in which we develop of love of literature, imagination and vocabulary. Each year group uses their year group book spine as a basis for their text selection.