

# What English looks like at Hungerford School



The Bridge London  
Hungerford School

Pride  
Passion  
Partnership  
Professionalism  
Positivity

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**Our Vision:**

*Our English curriculum is a vital and important part of our school day. We aim to provide a curriculum that is rooted in thoughtful sequencing and progression, stimulating writing opportunities and the diverse representation of our pupils and modern life in Britain. We will do this through high quality texts and author choices as well as progressive and inclusive pedagogies. Our English curriculum plays a key role in the decolonisation of our whole school curriculum.*

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## Reading at Hungerford

Reading is an important and central part of our curriculum. We know that a child's reading ability has a huge impact on their wellbeing and educational outcomes. We believe our pupils should have as many opportunities as possible to develop their reading skills.

We teach and encourage a love for reading by:

- Providing a selection of books that reflect the diversity of our school community and life in a modern, progressive world
- Timetabling RWI and destination reader lessons
- Ensuring pupils take suitable books home
- Listening to pupils read aloud
- Selecting curriculum texts which aim to decolonise the curriculum
- Creating and maintaining tidy book corners in each classroom
- Using the school library and visiting the local library ([The Cat and Mouse Library](#))
- Modelling reading to pupils through storytime at the end of the day
- Providing access to ideas that would otherwise be beyond independent reach through modelled reading at storytime
- Providing booster lessons for those pupils who are just below are or who are in the lowest 20%.

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## Reading: Key Components

### Book Bags and Home-School Reading

- Pupils know that they can take books home (with or without their book bag).
- Book bags are brought in every day, even if the child is still reading their book.
- A reading record is kept between home and school (and should *ideally* be signed by an adult at home, 5x a week). This should be checked by teachers and tas.
- Books sent home in ks1/ks2 pupils in RWI must match the current sound/sounds being learnt in RWI (even if the book being sent home is below their RWI group level)

### Teaching Reading

- RWI is taught everyday in EYFS and KS1.
- Discrete 45 minutes reading lessons are taught 4 times a week in KS2: either RWI or Destination Reader depending on the pupil's needs. Reading comprehension skills will also be taught as part of English lessons in order to cover NC aims.
- Adults across key stages, should model the RWI method of decoding words where necessary and possible.
- Every child must read aloud to an adult at least once a week.

### Reading Time (end of the day approx. 3pm)

- 15 minutes of teacher reading time each day (1 hour 15 minutes a week)
- Questions about the text should be asked during this time (use the DR stems to focus on a skill and structure pupils's responses)
- The reading lead will periodically check with staff what books are being read at the end of the day to assure a range of texts and diverse author representation.

### Assessment

- Reading assessment will be carried out at the end of each half term using RWI assessments and comprehension papers.
- Pupils in KS2 who need RWI will be in a RWI group until they no longer need to be. This allows pupils to continue making progress and improving confidence around reading.

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## Reading in EYFS and KS1

### Read Write Inc.

Read Write inc. (RWI) is designed as an EYFS and KS1 programme. We may use it in other areas of the school (KS2 and provision) if the need is there. Pupils are assessed and grouped half termly according to their stage in phonic learning.

In their RWI group pupils learn a focus sound; how to decode words by segmenting and blending; a variety of reading skills such as retrieval and inferring and writing skills including spelling and grammar application (taught in the context of a phonically decodable book). These books are also re-read several times to enable pupils to develop their fluency and to move from 'mindful' to 'mindless', helping them to build their confidence.

Each Friday the pupils take home a paper copy of the phonically decodable book they have been learning in their groups to practise and re-read at home. Booster classes are offered to help children who need them.

### Independent reading KS1

In addition to their RWI books the pupils take home a book from the classroom or from the library to further support their love of reading and their exploration of different genres.

### Home school records

In EYFS pupils are encouraged to read at home with an adult each night. The adult is expected to comment in the child's reading record each time they read with the child. Books will be changed weekly.

In KS1, it is expected that parents read with their pupils every night, and sign the reading record each night to indicate this. Reading records will be checked daily.

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## Reading in KS2

Each week, four discrete 45 minute reading lessons are taught in KS2. Reading is taught using either RWI (just the reading elements) or Destination Reader depending on the needs of each pupil. Reading comprehension skills will also be taught as part of English lessons in order to cover NC reading objectives.

### Destination Reader

Destination Reader is an approach to teaching reading in KS2. DR involves 4 weekly sessions which incorporate teacher modelling of the 7 reading skills. Pupils then apply these skills through partner work and independent reading. Pupils deepen their understanding of the texts they read through the use of sentence starters that relate to each of the skills.

The skills taught are: **predicting, inferring, asking questions, evaluating, clarifying, making connections and summarising.**

The approach encompasses the key principles of effective reading provision and fully meets the requirements of the National Curriculum by creating deep understanding of texts, developing oracy around reading and increasing breadth of reading. Destination Reader also helps to build a culture of reading for pleasure and purpose.

Pupils will spend 2 days a week reading in their book band pairs and 2 days a week in mixed ability pairs, reading the class focus text. See [here](#) for a (working) list of the KS2 reading spine.

### Reading interventions

Alongside using RWI, reading interventions generally take the form of booster groups directly before or after the school day.

Reading interventions could focus on comprehension questions, using a short text and questions focusing on a key skill – only focus on one domain (inference, retrieval etc.) at a time. Teachers and booster teachers need to communicate to identify which domain to teach to provide the opportunity to consolidate or pre-teach.

The lowest 20% of readers in each class will do a reading booster twice a week and will be heard by their teacher at least once a week.

### Independent reading KS2

In KS2 pupils should be encouraged to (if not already) become more independent consumers of literature. They should discover new authors and also develop opinions about what they enjoy reading (and why).

### Reading records

- We encourage parents and carers to read with their child every day.
- Pupils should bring their book bags in every day and
- Pupils should take at least one banded (or RWI) book AND a free choice book home each week.
- Staff must speak to parents if book bags are not being returned or reading records are unsigned.

## Storytime

Pupils who are read to daily by an adult are more likely to become daily independent readers ([Nielson's Understanding the pupils' Book Consumer, 2017](#)). Therefore, for 15 minutes at the end of each day pupils should be read to by an adult. This time must be protected in the timetable.

Teachers will be reading role models, sharing their reading experiences and modelling their storytelling voices. The books chosen for story time should be chosen based on a number of factors:

- 1) Pupils' preferences- author/ genre popular with the class.
- 2) To build on the topic i.e. If you were teaching ancient greeks, with english lessons focusing on greek myths, your class reader may be who let the gods out.
- 3) Child, staff and other expert reading recommendations.

## Spelling

In EYFS and Year 1 pupils learn spellings through their phonics lesson and from 'Ditty' group upwards spelling forms part of the speed sound lesson.

In KS2, the spelling of tier 2 vocabulary words are taught as part of English lessons (as is key vocabulary for each unit).

Spellings are given as homework. pupils are given a list of 6-8 spellings to learn (from the NC).

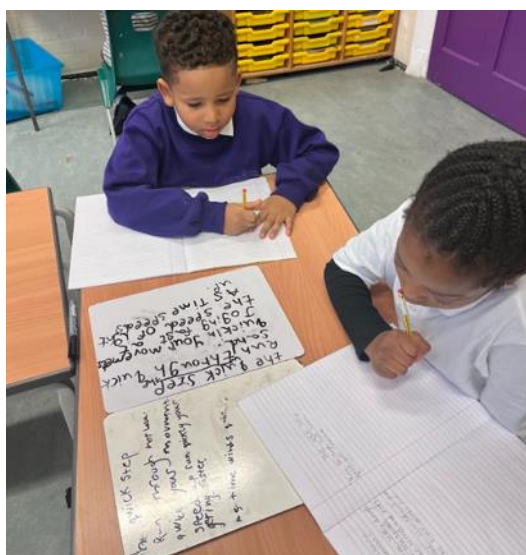
## Writing at Hungerford

*We are in the process of developing a new, innovative and exciting approach to writing. The working title of this curriculum is called 'Write and Create'. You can see the [evolving curriculum here](#). The rationale, key components and structure is detailed below.*

**Rationale:** this curriculum aims to inspire a whole school passion for English and to use reading and writing to help pupils learn more and remember more, whilst being a key component in our whole school approach to decolonising the curriculum.

**Key Components:** representing voices outside of the dominant discourse, book based units of work, facilitated creative writing lessons which aim to inspire writing and decolonise the process of it, high quality concrete experiences, writing outside the classroom, technology inclusive.

**Structure:** Deliver 3 units of work per half term in the following cycle: 1 x fiction (2-3 weeks), 1 x non-fiction (2-3 weeks), 1 x poetry (1-2 weeks). Every other Monday is a [creative writing lesson](#).



## Writing in EYFS



## EYFS

Pupils work either 1:1 or in small groups to explore different genres of writing. Every child completes one piece of writing/mark making per week in their english books, with a clear english objective (from the eyfs curriculum and my development matters).





**Nursery**

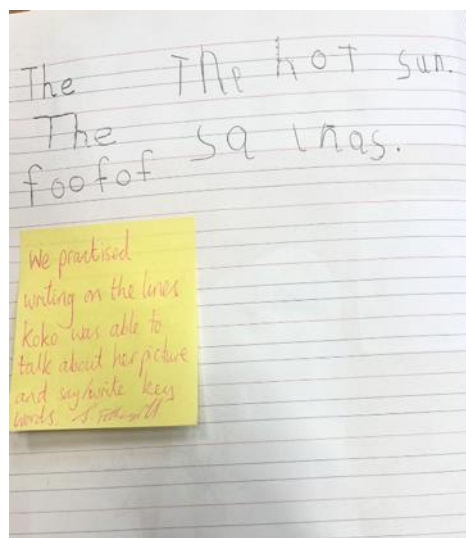
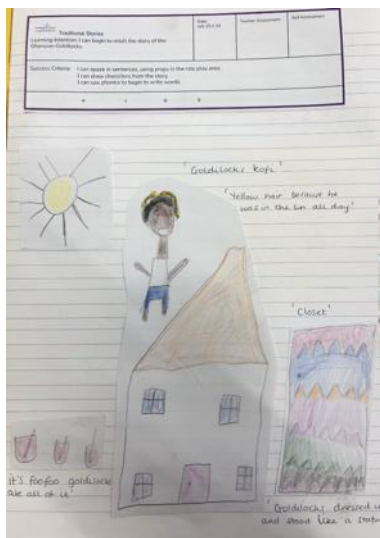
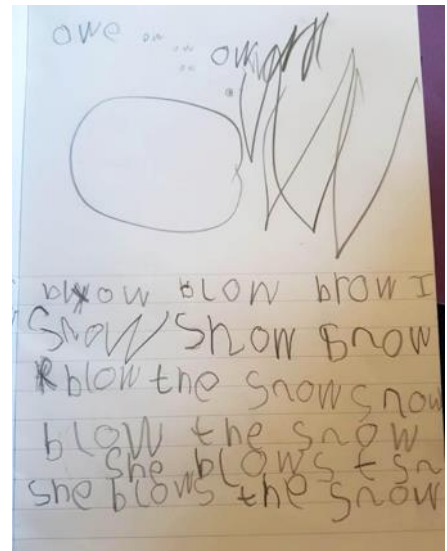
From summer 1 onwards, the pupils learn a sound per week in RWI sessions. In writing, they practise forming the corresponding grapheme freely on a page. They make connections with words they know using that sound, which the teacher will write on their page. Pupils practise by: 'air writing'; FRED games; and free writing in the indoor and outdoor spaces, using a variety of media.



**Reception**

From autumn term pupils continue with Read Write inc. in their new groups— Using RWI handbook to guide teaching. When practising their sounds, pupils use either a half blank, half lined page. They practise freely in the blank half and in a more formal, controlled manner on the lines.

In spring term, pupils who are ready can begin to practise on the handwriting lines.



## Writing in KS1 and KS2



English lessons are taught daily and should last an hour. Teachers will plan units of work using Hungerford's own writing curriculum, [Write and Create](#), and National Curriculum objectives which can be found here: [National Curriculum grids](#).

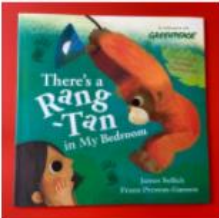




Anyone looking at the books should be able to see at least 4 dated pieces of work a week (this **can** include the creative writing lesson). One of these pieces can be photos of practical work. Lessons can also be evidenced on the working wall.

### The Learning Journey

A learning journey is the manifestation of teacher planning in a clear format; provides pupils with an overview of their learning and is a contextual guide which supports the work in the books. We plan backwards from our intended writing outcome. The learning journey is stuck into the pupil's book before the unit starts. Pupils should know if the unit is fiction, non-fiction or poetry and know what the writing outcome will be.

## Persuasive Letters

Aim: write a formal persuasive letter to a big company that uses palm oil in its products. Read and discuss 'There's a Rang-Tan in My Bedroom' by James Sellick and Frann Preston-Gannon to understand the environmental issues. Anything written in RED is a challenge. Challenge yourself to achieve these extra goals.

Hook lesson	Feature and presentation	Keywords and SPaG focus	Try it! (AFL)	Research it.	Keep learning.	Plan it!	Apply it! <span style="color: purple; font-weight: bold;">Write your persuasive campaign letter.</span>
Read the persuasive letter that has been written by the orangutan, who has found their way to your classroom. Read the story. Answer questions about the story.	Discover and identify the features of a persuasive letter by deconstructing the text. Understand how a formal letter is set out.	Learn the spellings for keywords. Correctly use 'a' or 'an' by applying knowledge of consonants and vowels. <span style="color: red; font-weight: bold;">Use the present perfect form of verbs.</span>	Using what you have learnt from the book, write a letter to a big company that uses palm oil. Make sure to include as many features of a persuasive letter as you can.	Research the effects of deforestation and how this relates to orangutans specifically. Understand which companies use palm oil. Convince your teacher to stop buying palm oil products in an oral debate.	With your new knowledge, write class PEE paragraphs using persuasive language.	Plan a persuasive letter to a big company that uses palm oil. Make sure to include all the features of a persuasive letter and plan out your PEE paragraphs.	It's time to write your letter. Write it in your English book and then publish it so that you can send it to the company. Let's see if we get a reply.

A Learning Journey looks like this:

There are more examples here: [Learning journey examples](#)



Most units of work will have a 'Try it!'/ 'Plan it!' and an 'Apply it!' piece of writing. The 'Try it!' is a guided piece of work. This will allow teachers to assess where the pupils are at, half way through a unit.

The 'Apply it!' write is an independent piece, allowing the pupils the opportunity to apply the skills they have been learning in the lessons and attempting in the earlier 'Try it!' write. Anything written in red is a challenge. A unit of work will vary in length but is generally 2-3 weeks of teaching – allowing for approximately one piece of extended writing per week depending on how the pupils are progressing.

**Hook lessons**

Hook lessons should be delivered at the start of a unit of work. They should be engaging and concrete. Think magical and inspiring.

Here are some examples:

<p><b>Immersive spaces:</b> pupils look for physical clues and make predictions about the story/stories they will explore in the unit.</p>	 <p>The wolf from Little Red Riding Hood broke into the store room!</p>
<p><b>Letters:</b> teachers pre-type a letter from a fictional person, asking the pupils to complete a task (the aim of the unit).</p>	 <p>A letter sent to y3/4 from Lola the orangutan, persuading them to write letters to factories using palm oil.</p>



**Role play experiences:** a concrete experience that relates directly to the content of the unit of work.



The mummification process, explored by y3 as a hook to their unit on instruction writing.

**Mystery box:** a box contains items pertaining to the unit of work. The teacher reveals them one by one and the pupils generate ideas about what they will be learning.



A KS1 mystery box, with clues for their non-chronological report writing about snails.

### LI and Success criteria

Learning intentions should be de-contextualised and success criteria should be the three steps required to achieve the LI. Success criteria should use subject specific vocabulary.

The LI sticker should also have a relevant challenge written under the SC.

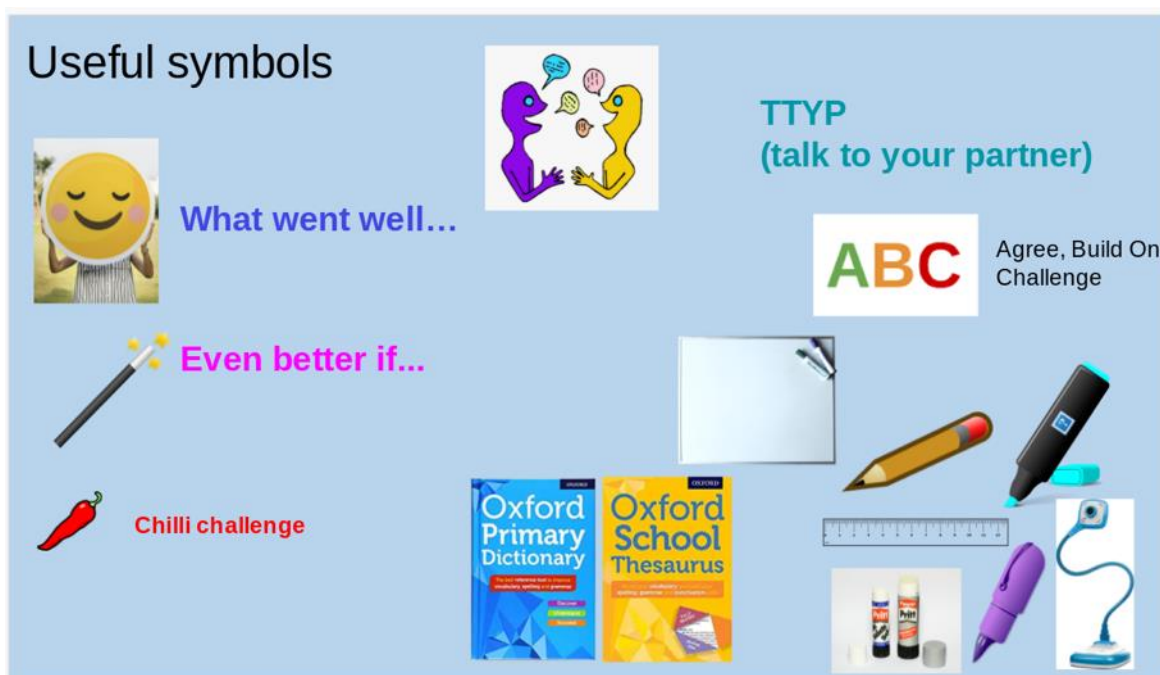
### Lesson Structure

Starter	a quick activity to engage pupils -5 mins
LI/SC	introduce the LI and explain SC-2 mins
Teaching	this is where you teach the pupils how to achieve the LI make sure each slide has the SC(s) that it links to, written at the top-15-20 mins
Task	model the task/write simple instructions about how to complete the task and give the pupils plenty of time to complete it -20-25 mins
Plenary	check the learning/self assessment - 5mins










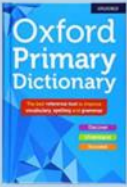

Lesson slide templates can be found here: <https://drive.google.com/drive/u/2/folders/1-ztjWNJPqkoxaG9nA36gVuAMgvnir4UJ>

Using the ‘useful symbols’ will add to the inclusivity and accessibility of the lesson.

*Top tip: When you are planning the tasks for your lessons, hold in mind the child with the MOST needs and plan for them. You can then strip the task back to make it suitable for other learners.*



**Useful symbols**

-  **What went well...**
-  **Even better if...**
-  **Chilli challenge**
-  **TTPP (talk to your partner)**
-  **ABC** Agree, Build On, Challenge
- 
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### Creative Writing Lesson Structure

At Hungerford, we know that creative writing is an important part of our writing provision as it gives children a place to enjoy writing without formal constraints and helps to decolonise the process of writing.



#### Who?

You and your class. The adults write too. **This is a key part of the pedagogy.**

#### What?

freewrite + visual stimulus + discussion + writing + sharing

#### When?

Every Monday

#### Where?

Anywhere! The classroom, outside, in the hall. You can play around with things like writing under the table - be creative.

#### Why?

The research shows astonishing results:

*Creative writing is shown to improve literacy, nurture creativity and promote a passion for writing (Cremin and Oliver, 2016).*

Write and Create	
Creative Writing Lesson Structure	
Freewrite (5-10 mins)	Equipment needed/set up
<p>Every creative writing lesson begins with a free write for 5 minutes. Free writing is where you write anything that comes to mind in order to make way for creativity. It should be done on scrap paper.</p> <p>Make clear the following every lesson:</p> <ul style="list-style-type: none"> <li>• Keep your pencil moving on the page-even if you just write your name over and over again.</li> <li>• <b>No one</b> will see your writing, not even your teacher (this is important for students to understand)</li> <li>• The adults in the room should also join in with the free write (or be seen to be doing so)</li> <li>• It doesn't matter about spelling, punctuation or grammar in this exercise.</li> </ul> <p>Now set a five minute timer and free write.</p>	<p>CW books should be set out before the start of the lesson.</p> <p>Scrap paper</p> <p>Pencils should be readily available.</p> <p>Lesson slides (see here for template)</p> <p>CW top tips poster (displayed in classroom)</p>
Main task (20-25 mins)	
<p>The main activity is a low stakes, high fun writing task. <a href="#">You can choose from a list of tasks here</a>, or come up with your own. Feel free to link it to other areas of learning, e.g. PBL.</p> <p><b>Here is how to structure the task:</b></p> <p>1) Share a visual stimulus and facilitate a discussion around it.</p> <p>During the discussion, the TA or class scribe makes a shared list of interesting words/phrases that children come up with. Be open minded about this-a child may say something that is not 'grammatically correct', but it doesn't matter in this instance.</p> <p>Everyone's ideas should be written down.</p> <p>These words and phrases should be visible for anyone to use in their main writing activity.</p> <p>2) Explain the audience, purpose and form of today's writing (APF). These are <b>brief</b> teaching points.</p> <p>Explain who the audience is: classmates, Ms Stephens, a fictional character etc</p> <p>Explain the purpose of the task: to entertain, to persuade, to emote, to surprise.</p> <p>Explain the form of the task: letter, invite, story, character description etc.</p> <p><i>Do not worry about going into detail because you will not be marking the writing against any criteria, this is just to give the children some structure. Some of them may not follow the APF and that is ok.</i></p>	



3) Set the timer and get to writing. Once again, the adults should be writing the same task. You may want to put yourself on the visualiser but encourage children to think for themselves. Either way, it is key that they see you writing too.



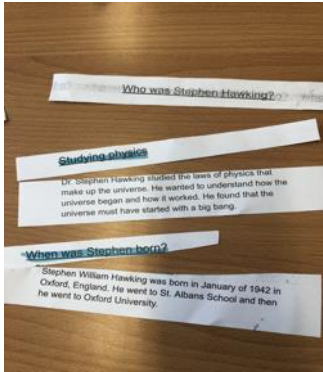

**Sharing (5-10 mins)**

Choose one of the sharing strategies. **This is a really important part of the lesson so make sure to leave time for it.**

## Teaching tools

The way we teach impacts how children learn. We aim to make writing fun and engaging with lots of concrete experiences to develop vocabulary, curiosity and confidence in the content of our pupils' writing. Below are possible teaching tools, which can be used to make lessons exciting and memorable, helping children to engage, learn more and remember more.

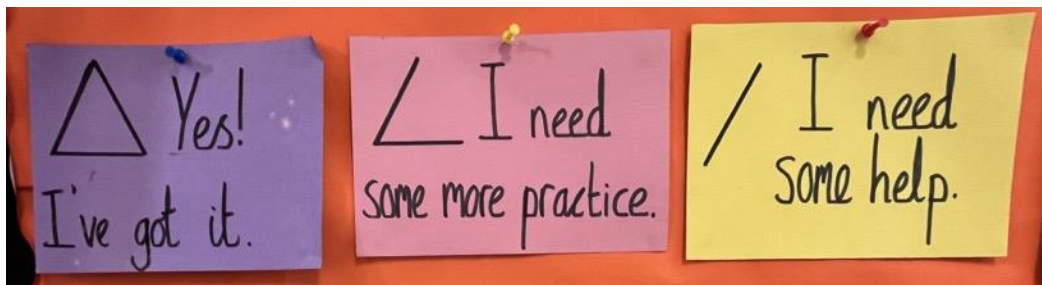
<p><b>Social Action/Events</b></p> <p>Using a social justice cause helps pupils feel empowered to change matters which are important to them. Planning an event will help pupils have plenty to write about. Here, years 3 and 4 take part in a fashion show about 'fast fashion'.</p> <p>They used recycled materials to make clothes for a fashion show and then wrote newspaper articles about the event to raise awareness of the effects of the fast fashion industry.</p>	 
<p><b>Treasure Hunts for vocabulary/facts</b></p> <p>Pupils search for key vocabulary in a treasure hunt. Each word card also has the definition of the word. pupils find these and write them down.</p>	
<p><b>Now Press Play</b></p> <p>Now Press Play has lots of experiences that pupils can enjoy and then write about. They also have story starters.</p>	
<p><b>Theatre Trips</b></p> <p>Theatre trips are a great way to engage with playscripts and other types of writing, as well as oracy and performance.</p>	


<p><b>Hot Seating and Character Visits</b></p> <p>Adults can dress up as characters from stories and answer pupils' questions. Pupils can also try this.</p>	
<p><b>Freeze frames (and other drama games)</b></p> <p>Pupils act out scenes and moments from stories and then freeze when the adult calls 'freeze'. They are then interviewed in character, 'what are you doing?' 'What thoughts do you have right now?' Thought bubbles can be added to these photos.</p>	
<p><b>Cut up/rearrange</b></p> <p>Especially useful with non-fiction texts. Pre-cut up features of the text and ask pupils to piece it back together. This picture shows how pupils matched subtitles to the correct paragraph.</p>	
<p><b>Immersive spaces</b></p> <p>Make a small space into an immersive zone to help children develop their sensory understanding of a place/topic/concept.</p> <p>iPads are useful to add sound and key words can be put up for pupils to engage with.</p>	

## Marking and Assessment

Marking is at the discretion of each class teacher as they know their children. A general mark scheme is in place. See below:

Children should use the triangles to self assess at the end of each lesson. Adults should also use the triangles when assessing work.



<p><b>Pink pen compliments</b></p>	<p>Positives and compliments are written in pink.</p>
<p><b>Green pen growth</b></p>	<p>Next steps, corrections, spellings etc should be written in green pen.</p>
<p>VF</p>	<p>verbal feedback</p>
	<p>LOOK and check</p>
<p>Sp.  eg: happiness x 3</p>	<p>Spelling. Put Sp. in the margin and underline the incorrect spelling (one per piece of writing). Make sure to write out the correct spelling and have pupils practise it 3 times</p>

Assessment will be conducted by the class teacher at the end of each unit of work. Whole school writing assessments will take place twice a year - once at the start and once at the end of the academic year.