Aims

- Continue to consider a range of approaches to rich texts in the classroom
- Share good practice in the teaching of spelling
- Revisit reading under Ofsted’s gaze
- Think about supporting reluctant writers through alternative texts
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<td>Warm up, spelling, and great writing from short texts</td>
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<td>Engaging reluctant writers with Lis Wood</td>
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Warm up
Contextual approaches to spelling

- Pause **at the time of need** when a word of interest crops up for a short spelling input looking at the meaning of root words, prefixes and suffixes and their relevant etymology.
- As part of getting ready to write a discussion text, generate vocabulary on both sides of the argument by reviewing prefixes that help to make antonyms, such as *non-*, *un-* and *dis-*.
- Use school reward systems to value moments when pupils spot spelling patterns and examples of recently discussed tricky words in their reading.
- Embed thinking for spelling in teacher modelling, by taking opportunities to talk through your own thought processes for remembering spelling rules (*My trick for this word is...*).
- From a text pupils are working with, identify a relevant spelling pattern and used as a starting point for vocabulary development / generating words with a similar rule or pattern.

My whole approach to spelling has changed. I realised that tackling spelling is most effective when you do it at the time of need. Although it may feel like an unnecessary diversion from the plan, spelling discussions are best held at the moment when a query crops up, even if this means a short pause in the planned lesson. Because I am now ready to do this, the children in my class see spelling as more important and are much more engaged in the whole idea of accurate spelling.

Helen, Y5/6 Teacher
Spelling in Maths?

- equilateral
- equilibrium
- equidistant
- equinox
- equivalent
- equity
- equivalent
- laterally
- sideways
- balanced
- involving different
- multilateral
- quardilateral - four-sided
- unilateral - one-sided
- laterally
- the quality of being fair and impartial
- at equal distance
- when night and day are of equal length
A whole school approach to spelling?

- Systematic and accountable teaching of spelling patterns
- Promote metacognition and meaningful purpose (beyond testing)
- Complete buy-in and non-negotiable, enduring application by every teacher
- Build automaticity gradually through modelling, repetition and mastery approaches
- Games: spelling tennis, spelling pyramids, cheer-spelling, back-spelling, Shannon’s game, time-limited spelling challenges
- Speller of the week and display boards
- Parents meeting and booklet to introduce the spelling strategies
- Spelling buddies within your class and across key stages
- Spelling Bee
- Whole school curriculum target linked to vocabulary
Verbs of change

- Most of the vegetarian options can be adapted for vegans.
- You can adjust the height of the chair.
- The headteacher’s proposals were modified and approved.
- Just tweak the last paragraph and it will be fine.
- Overnight, technology transformed the whole industry.
- The whole healthcare system needs to be completely overhauled.
- The internet has revolutionized the way we communicate with each other.
- We converted the third bedroom into an office.
- It used to be a library but they turned it into a restaurant.
- Languages evolve constantly.
- The screen showed a man morphing into a tiger.
- Attitudes towards meat-eating have shifted considerably in the last few years.
Pre-thinking for theme

- Make a list of things that change - big and small, quickly and slowly, welcome and unwelcome...

- Think of a time when you have resisted change... when, why, how and what happened...

- What sorts of things do humans do to avoid change?
Nothing gold can stay

- Summer will always turn to winter.
- Riches are not worth as much as happiness.
- Good things always come to an end.
- Just because you are rich now, doesn’t mean you will be rich forever.
- Gold doesn’t last forever.
- Nothing lasts forever.
- After a while, gold will get dirty and lose its value.
- Everything always changes.
- You can’t make something perfect last forever.
Nothing Gold Can Stay

Robert Frost

Nature’s first green is gold,
Her hardest hue to hold,
Her early leaf’s a flower;
But only so an hour.

Then leaf subsides to leaf.
So Eden sank to grief,
So dawn goes down to day.
Nothing gold can stay.
Nothing gold can stay

- Summer will always turn to winter.
- Riches are not worth as much as happiness.
- Good things always come to an end.
- Just because you are rich now, doesn’t mean you will be rich forever.
- Gold doesn’t last forever.
- Nothing lasts forever.
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Question quadrant
Writing opportunities

- Write a fun and helpful guide for Year 6 children getting ready for secondary school.
- Write a series of diary entries showing how a character of your choice copes with a big change.
- Write two story extracts, set before and after a big change.
- Write a letter to your headteacher / local council explaining three things you would like to see changed about your school / your town.
Takeaway Task 3

Plan with a rich text and the boxed success criteria approach for Sept-Oct 2019, and bring your plans and examples of pupils’ work to the next meeting.

Being Queen of England will mean that my people will respect and look up to me. I will live in Buckingham Palace where my every command will be obeyed. That will be me then, but it is not me now.

Tomorrow, everything will change forever.

Three months later, safely back on earth, I thought back to what had happened. I had conquered my fear of the unknown and learnt that not all alien creatures are a threat to life. Wilson and I were still alive, with a tale to tell.
Repeat baseline survey
LUNCHTIME
LEAD principles

He was a big man, says the size of his shoes on a pile of broken dishes by the house; a tall man too, says the length of the bed in an upstairs room; and a good, God-fearing man, says the Bible with a broken back on the floor below the window, dusty with sun; but not a man for farming, say the fields cluttered with boulders and the leaky barn.
Abandoned Farmhouse
BY TED KOOSER

He was a big man, says the size of his shoes on a pile of broken dishes by the house; a tall man too, says the length of the bed in an upstairs room; and a good, God-fearing man, says the Bible with a broken back on the floor below the window, dusty with sun; but not a man for farming, say the fields cluttered with boulders and the leaky barn.

A woman lived with him, say(s) …

they had a child say(s) …

Money was scarce, say(s) …

And the winters cold, say(s) …

It was lonely here, say(s)…
Feedback: Gap Tasks 1 and 2

- Consider how you and your colleagues support pupils to challenge themselves in their reading. Be ready to report on your strategies at the meeting.
- Set up reading for pleasure structures and habits with your new class from Sept 2019, and bring evidence of pupils’ reading for pleasure to the meeting.

‘Inspectors will make a judgement on the quality of education by evaluating the extent to which a rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners’ phonics knowledge.’
Ofsted update:
Reading is critical to every inspection

- How does the school develop a love of reading?
- How does the school prioritise early reading?
- How much time do children spend learning phonics, reading and writing?
- How do you ensure children remember sounds for letters, digraphs and trigraphs... and learn to spell?
- Do books match sounds?
- When does the school start to teach phonics?
- How does the school ensure children keep up, catch up quickly, or stay on track?
- How are staff trained?
End of the Year Reading Evaluation

Please answer the following questions in as much detail as possible. I want to read your honest thoughts and opinions about reading and the design of this class.

1. What is your attitude towards reading? Has this class changed your opinion? (e.g., have you
   improved your skills in reading?
   As you know, my feelings towards reading before this class were not good ones. I
   thought I was better than my brothers.

2. Estimate how many books you read INDEPENDENTLY last school year?

3. How many books did you read independently this year (include all of the books that
   you read even if they did not meet genre requirements)?
   About 70-75. They were probably on the shelf.
   I'd say an increase of about 70 books is pretty good for one year. So I feel pretty
   good about myself.

4. Did you meet your genre requirements? If not, explain.
   Yes, although I might have not written
   them all down in my reading log.

5. What was the best book you read this year? Why?
   Ingrid!!!. Not only was it a great book,
   but it taught me a lot about history.

6. Which topics, authors, series, books, etc. do you plan to read in the future?
   I guarantee that I will buy Ingrid
   the day it comes out. I also know there will be more Ingrid books so I'll buy them.

7. What advice can you give readers in this class next year?
   Listen to Mrs. Miller's book recommendations. She is the Great Power.

8. What do you wish you had learned about reading this year that you did not?
   Nothing really. I probably
   learned more this year than the last two years combined.

9. In the next section, put a checkmark next to the elements of this class that have
   helped you as a reader. Circle which factor was most important to you.
   - Classroom library
   - Teacher who reads
   - Conversations with classmates
   - Book club
   - Reading response letters
   - Read alouds
   - Book reviews

10. If you were designing the layout of the classroom library and the checkout system, what would you do to make it easier for students to use?
   I thought it was pretty easy to use.
Just reading...

- Countering the typical reading experience - fragmented, interrupted by analyses and discussion
- Context of curricular focus on grammar, high-stakes tests and a focus on extracts
- Two groups: fast reading / fast reading + training; 12 weeks
- Forced completion of each text in 4-5 weeks, with minimal stopping points
- Varied approaches: reading aloud, group reading, audiobook - but mainly the entire text read aloud in class
- Texts ‘challenged teachers’ assumptions of students’ cognitive capacities’
- Both groups improved comprehension scores: average readers 9 months progress / poorer readers 16 months progress
- Benefits beyond progress: remembering the text; positive impact on behaviour, motivation and engagement, enjoyment (teachers and pupils)

‘Simply reading challenging, complex novels aloud and at a fast pace in each lesson repositioned ‘poorer readers’ as ‘good’ readers, giving them a more engaged uninterrupted reading experience over a sustained period. However, the qualitative data showed that teachers with the additional training provided a more coherent faster read and better supported poorer readers by explicitly teaching inference, diagnosed students’ ‘sticking places’ mid-text and created socially cohesive guided reading groups that further supported weaker readers but also stretched the average/good readers.’
References and Further Reading

- [https://membean.com/](https://membean.com/) (site to support morphology approach to spelling)
- [https://www.hertsforlearning.co.uk/blog/getting-more-mileage-out-y56-spelling-list](https://www.hertsforlearning.co.uk/blog/getting-more-mileage-out-y56-spelling-list) (blog about teaching spelling through morphology)
- [https://dictionaryblog.cambridge.org/](https://dictionaryblog.cambridge.org/) (a regular blog that explores groups of related words and their meanings)
- [https://www.heinemann.com/shared/onlineresources/e02710/nothing%20gold%20can%20stay.pdf](https://www.heinemann.com/shared/onlineresources/e02710/nothing%20gold%20can%20stay.pdf) (Nothing Gold Can Stay teaching sequence)
- [https://www.poetryfoundation.org/poems/52935/abandoned-farmhouse](https://www.poetryfoundation.org/poems/52935/abandoned-farmhouse) (Ted Kooser poem)
- *The Book Whisperer* by Donalyn Miller, 2009
- Just reading: the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms, UKLA Literacy journal Volume 53 May 2019